
A decorative border with a repeating floral and vine pattern in dark green and gold, framing the central text area.

KENTUCKY SERIES  
SPELLING BOOK

THE  
MODERN  
PRONOUNCING  
SPELLER

A small, dark, stylized floral ornament centered below the title.

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1902  
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# MODERN PRONOUNCING SPELLER

BY

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## PREFACE.

WHILE spelling, or the method of representing words by letters, is important, it is only one of the essentials in the mastery of words. Words are spoken many more times than they are written, therefore the teaching of correct pronunciation is quite as important as the teaching of spelling. The school must correct many inaccuracies in the pupil's vernacular. So long as hundreds of words are persistently mispronounced in conversation, just so long will there be necessity for careful and persistent drills in pronunciation.

The Modern Pronouncing Speller affords such drills. It differs from nearly all other recent text-books of its class in the fact that it provides, not only for the spelling, but also for the thorough study of the *pronunciation, meaning, and use* of some 9000 words.

In indicating pronunciation nothing is left to chance. Throughout this book silent letters are italicized, words are syllabified, and, by the use of the diacritical markings of Webster's "International Dictionary," the pupil is afforded a means of determining correct pronunciation from its pages. On page 128 will be found the first of a series of special lessons, unique and systematic in arrangement, which direct attention to 1200 words that are likely to be mispronounced.

The anomalies of English spelling are various and important. For this reason the ability to spell fairly well is usually acquired at the expense of time and hard study. The perplexity of the learner is to be expected when he is confronted with such words as the following: *cough, rough, bough, though, trough, through*. In each of these six words the same literal combination, *ough*, is found; and yet in no two does it represent the same phonic equivalent. Indeed, the *silent* letters and the *variable* letters play an important part in English spelling, and are the chief causes of its difficulty. While anomalies exist, it must not be forgotten that most English words follow the analogies of the language, and are uniform in phonetic and literal representation; that is, the spoken word suggests its written form, and the written word indicates its phonic equivalent. These analogies are clearly brought out in the exercises of this book.

Besides, due attention has been given to the *meaning, use, and origin* of words. Dictation exercises throughout the book illustrate the use of many words. The directions at the close of many lessons call for much work on the part of the pupil in writing *original* sentences, in writing the *grammatical forms* of words, and in Word Building and Word Analysis.

Prefixes and Suffixes receive due attention, and their use and meaning are illustrated in some 1800 words. By their topical arrangement, the meaning of 2500 words is suggested. The derivation of nearly 1000 words is indicated, so that the pupil is taught something of the sources and history of the English language.



## LETTERS AND SOUNDS.

An **Elementary Sound** is the simplest sound of spoken language.

There are *twenty-six* letters in the English alphabet, and *forty-four* elementary sounds in the language; therefore, some letters must represent more than one sound.

Letters are of two classes, **Vowels** and **Consonants**.

A *vowel* is a letter which represents a vocal sound.

A *consonant* is a letter which represents a subvocal or aspirate sound.

**A, e, i, o, u,** and sometimes **w** and **y,** are vowels; the other letters of the alphabet are consonants.

In this book certain distinguishing characters are employed, so that the various sounds represented by a letter are indicated to the eye. The characters used for this purpose are called **Diacritical Marks**.

### TABLE OF DIACRITICAL MARKS.

Marks.	Names.	Indicates the sound of
—	<b>Macron</b> . . . .	long ā, ē, ī, ō, ōō, ū, and ŷ.
⊥	<b>Modified Macron</b> .	modified ā, ē, ī, ō, ū, and ŷ.
˘	<b>Breve</b> . . . .	short ă, ě, ĭ, ǒ, ǒǒ, ŭ, and ȳ.
ˆ	<b>Circumflex</b> . . . .	â, ê, ô, û as in âir, êre, fôr, cûr.
¨	<b>Dots above</b> . . .	ä, ï as in stâr, polĭce.
˙	<b>Dots below</b> . . .	ạ, ọ, ụ as in ắll, ắp, rắde.
˙	<b>Dot above</b> . . . .	ă, ỏ, ắ as in tắsk, sỏme, ắem.
˙	<b>Dot below</b> . . . .	ạ, ọ, ụ as in wắt, wắlf, pắt.
~	<b>Tilde</b> . . . .	ã, ě, ĭ, ỏ, ắ as in lắ'ăr, vắrge, thắrst, ăe'tỏr, mắrrh.
—	<b>Lower Bar</b> . . . .	ṅ, ẹ as in drắk, theỵ.
⊥	<b>Suspended Bar</b> .	ş, x as in hắş, ắst.
—	<b>Transverse Bar</b> .	e, th as in ean, thine.
˘	<b>Cedilla</b> . . . .	ç as in ắte.

*Italics indicate silent letters, as g and h in sight.*



## SYLLABLES AND ACCENT.

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The part of a word uttered by a single impulse of the voice is called a **syllable**.

A **monosyllable** is a word of one syllable.

A **dissyllable** is a word of two syllables.

A **trisyllable** is a word of three syllables.

A **polysyllable** is a word of four or more syllables.

The greater force or stress of voice applied to a certain syllable of all words of two or more syllables is called **accent**. In the exercises in this book, the accented syllable is indicated by this mark (') placed to the right and above it.

The vowels in unaccented syllables are not uttered with the same force and distinctness as those in accented syllables,—a disregard of this fact sometimes results in an over preciseness of enunciation amounting to an error.

In this book, the modified sound of the regular long vowels in unaccented syllables is indicated by this mark (±) placed over the letters; but, in the case of the other vocal sounds, no distinction is made in the diacritical markings of accented and unaccented syllables.

A smooth and accurate pronunciation can only be acquired by giving due attention to both accented and unaccented syllables, and by imitating the speech of correct speakers.

## WORDS CLASSIFIED.

A **Primitive** word is one which is not derived from any other word in the language; as *boy*, *girl*.

A **Derivative** word is one which is formed from a primitive word by changing its form; as *boyish*, *girlhood*.

**Synonyms** are words of the same or similar meaning; as *bard*—*poet*. (See pages 60, 62, 64.)

**Homonyms** are words having the same sound and spelling, but differing in meaning; as the noun *bear* and the verb *bear*. (See page 132.)

**Homophones** are words agreeing in sound, but differing in spelling and meaning; as *ate* and *eight*. (See page 53.)

# KEY TO PRONUNCIATION.

## TABLE OF VOCALS.

Name.	Marked	Name.	Marked
Long <b>a</b> ,	as in ate, $\bar{a}$	Long <b>i</b> ,	as in ice, $\bar{i}$
Italian <b>a</b> ,	“ arm, $\ddot{a}$	Short <b>i</b> ,	“ it, $\check{i}$
Broad <b>a</b> ,	“ all, $\text{a}$	Long <b>o</b> ,	“ old, $\bar{o}$
Short <b>a</b> ,	“ at, $\check{a}$	Short <b>o</b> ,	“ on, $\check{o}$
Flat <b>a</b> ,	“ air, $\hat{a}$	Long <b>oo</b> ,	“ boot, $\bar{oo}$
Short Italian <b>a</b> ,	“ ask, $\text{a}$	Short <b>oo</b> ,	“ foot, $\check{oo}$
Long <b>e</b> ,	“ eat, $\bar{e}$	Long <b>u</b> ,	“ use, $\bar{u}$
Short <b>e</b> ,	“ end, $\check{e}$	Short <b>u</b> ,	“ up, $\check{u}$
Tilde <b>e</b> ,	“ earn, $\tilde{e}$	Circumflex <b>u</b> ,	“ urge, $\hat{u}$

Diphthong **oi**, as in oil, unmarked.

Diphthong **ou**, as in our, unmarked.

## EQUIVALENTS OF VOCALS.

	Marked		Marked
<b>a</b> , like $\check{o}$ , as in	what, $\text{a}$	<b>o</b> , like $\text{a}$ , as in	or, $\hat{o}$
<b>a</b> , “ $\tilde{e}$ “	liar, $\tilde{a}$	<b>o</b> , “ $\tilde{e}$ , “	actor, $\check{o}$
<b>e</b> , “ $\hat{a}$ , “	where, $\hat{e}$	<b>u</b> , “ $\bar{oo}$ , “	rule, $\bar{u}$
<b>e</b> , “ $\bar{a}$ , “	they, $\bar{e}$	<b>u</b> , “ $\check{oo}$ , “	full, $\check{u}$
<b>i</b> , “ $\bar{e}$ , “	valise, $\bar{i}$	<b>y</b> , “ $\bar{i}$ , “	my, $\bar{y}$
<b>i</b> , “ $\tilde{e}$ , “	girl, $\tilde{i}$	<b>y</b> , “ $\check{i}$ , “	hymn, $\check{y}$
<b>o</b> , “ $\check{u}$ , “	son, $\check{o}$	<b>y</b> , “ $\tilde{e}$ , “	myrrh, $\tilde{y}$
<b>o</b> , “ $\bar{oo}$ , “	do, $\bar{o}$	<b>oy</b> , as in	boy = oi.
<b>o</b> , “ $\check{oo}$ , “	wolf, $\check{o}$	<b>ow</b> , “	owl = ou.

The modified long vowel sounds, occurring in unaccented syllables, are indicated by the modified macron ( $\text{a}$ ); as in ad' $\hat{a}$ ge,  $\check{e}$  vent',  $\check{i}$  de'a,  $\check{o}$  bey',  $\check{u}$  nite', h $\check{y}$  e'na.

## TABLE OF SUBVOCALS.

<b>b</b> ,	as in	bat,	unmarked	<b>ng</b> ,	as in	sing,	unmarked
<b>d</b> ,	"	dig,	"	<b>r</b> ,	"	rat,	"
<b>g</b> ,	"	go,	"	<b>v</b> ,	"	vat,	"
<b>j</b> ,	"	jug,	"	<b>w</b> ,	"	we,	"
<b>l</b> ,	"	lip,	"	<b>y</b> ,	"	yet,	"
<b>m</b> ,	"	man,	"	<b>z</b> ,	"	zone,	"
<b>n</b> ,	"	not,	"	<b>zh</b> ,	"	azure,	"

**th** as in the, marked **th**.

## TABLE OF ASPIRATES.

<b>f</b> ,	as in	fan,	unmarked	<b>t</b> ,	as in	tin,	unmarked
<b>h</b> ,	"	hat,	"	<b>th</b> ,	"	thin,	"
<b>k</b> ,	"	kind,	"	<b>sh</b> ,	"	she,	"
<b>p</b> ,	"	pin,	"	<b>ch</b> ,	"	child,	"
<b>s</b> ,	"	sit,	"	<b>wh</b> ,	"	when,	"

## EQUIVALENTS OF SUBVOCALS AND ASPIRATES.

	Marked		Marked
<b>c</b> , like s, as in nice,	ç	<b>n</b> , like ng, as in think,	<u>n</u>
<b>c</b> , “ k, “ cat,	e	<b>s</b> , “ z, “ has,	<u>s</u>
<b>ch</b> , “ sh, “ chaise,	çh	<b>g</b> , “ j, “ age	<u>g</u>
<b>ch</b> , “ k, “ school,	eh	<b>x</b> , “ gz, “ exist,	<u>x</u>

**c**, unless before h or k = sh, as in ocean, unmarked.

**ph**, like f, as in phrase, unmarked.

**qu**, like k, as in piquant, marked **qu**.

**qu**, like kw, as in quite, unmarked.

## THE ALPHABET.

<i>Script.</i>		<i>Roman.</i>		<i>Script.</i>		<i>Roman.</i>	
A	a	A	a	n	n	N	n
B	b	B	b	O	o	O	o
C	c	C	c	P	p	P	p
D	d	D	d	Q	q	Q	q
E	e	E	e	R	r	R	r
F	f	F	f	S	s	S	s
G	g	G	g	T	t	T	t
H	h	H	h	U	u	U	u
I	i	I	i	V	v	V	v
J	j	J	j	W	w	W	w
K	k	K	k	X	x	X	x
L	l	L	l	Y	y	Y	y
M	m	M	m	Z	z	Z	z

1 2 3 4 5 6 7 8 9/0



# MODERN PRONOUNCING SPELLER.



## PART I.

### Lesson 1.

Sounds of "long a" and "short a."

rate	rat	mane	man
mate	mat	made	mad
fate	fat	tape	tap
hate	hat	pane	pan

DIRECTION: Spell words by sound and letter.

### Lesson 2.

The *macron* (—) marks "long a."

nāme	bāke	sāve	pāle
sāme	māke	pāve	sāle
lāme	tāke	gāve	tāle

name same lame

### Lesson 3.

The *breve* (˘) marks "short a."

sănd	flăg	slăp	stăg
lănd	flăt	slăb	snăg
hănd	flăp	glăd	snăp

sand land hand

## Lesson 4.

Silent letters in *italic* form.

plāy	tāil	pāin	pāid
pray	sail	rain	laid
gray	mail	gain	jail

play tail pain paid

## Lesson 5.

Sound of "long e."

ēar	dēar	fēar	fiēld
ēast	near	feast	briēf
sēat	year	beast	griēf

ear dear fear field

## Lesson 6.

Sound of "short e."

bĕst	rĕst	kĕpt	swĕpt
nest	west	sent	slept
vest	bled	went	spent

best rest kept vest

## Lesson 7.

Sound of "long i."

wīne	nīne	mīld	slīde
dīne	mine	wild	glīde
vine	fine	size	grind
pine	line	prize	guide

wine nine mild slide

Lesson 8.

Sound of "short i."

spĭn	grĭp	trĭm	rĭsk
grin	trip	brim	frisk
grit	slip	grim	brisk

spin grin trim risk

Lesson 9.

Sound of "long o."

bōld	tōne	bōat	bōard
told	bone	goat	toast
gold	zone	load	boast

gold zone load boast

Lesson 10.

Sound of "short o."

drōp	lōst	lōft	fōnd
prop	frost	spot	pond
stop	soft	plot	plod

drop lost loft fond

Lesson 11.

Sound of "long u."

mūle	blūe	mūte	jūte
pure	tube	fume	lute
glue	tune	dupe	flute
duke	June	suit	plume

mule blue mute jute

## Lesson 12.

Sound of "short u."

gŭm	rŭst	jŭmp	smŭt
plum	trust	lump	strut
drum	trump	pump	plump
club	cluck	plus	grub

*gum rust jump smut*

## Lesson 13.

Doubled letters.

ădd	röll	möss	stiff
odd	döll	töss	skiff
öff	fëll	seed	stüff
ěgg	smëll	weep	frill

RULE: Doubled letters in the same syllable represent but one sound.

## Lesson 14.

Sound of "long oo."

bōot	sōon	tōol	blōom
root	moon	stool	broom
noon	food	spoon	stoop
cool	loon	hoot	room

## Lesson 15.

Sound of "short oo."

bōok	hōod	sōot	rōok
look	wood	foot	brook
took	wool	nook	stood



Lesson 16.

Sounds of **ch** and **sh**.

chăp	tēach	shăd	fīsh
chat	peach	shāde	dish
chill	reach	shīne	wish

chap teach shad fish

Lesson 17.

Sound of *aspirate* **th**.

thĭn	pĭth	thrŭsh	fĭfth
thumb	filth	thrust	fōurth
thread	bōth	thrōat	nĭnth

thin pith thrush fifth

Lesson 18.

Sound of *subvocal* **th**.

thĭs	thĕn	wĭth	smōōth
thus	them	thee	soothe
that	than	bāthe	brēathe

Lesson 19.

Sound of **wh = hw; qu = kw**.

whĭte	whĭne	quĭll	queer
wheel	whĭp	quilt	quāil
whĕn	whĭz	quĭte	quāke
whĭle	whist	quire	quĕnch

DIRECTION : Drill in pronouncing the words on this page, until all are spoken readily and distinctly.

## Lesson 20.

Sounds of **e** and **ck = k**.

eōld	elēan	elīck	ereek
eōst	elēar	elock	eräck
eōat	eloak	eluck	erock

Hear the clock tick.

## Lesson 21.

Sound of **ç = s**.

nīçe	plāçe	çēnt	slīçe
rīçe	brāçe	thēçe	twīçe
vīçe	trāçe	whēçe	thrīçe

Twice means two times.

## Lesson 22.

Sound of **s = z**.

gōsē	thēsē	tēasē	chōsē
usēd	thosē	pleasē	choosē
raisēd	cheesē	praisē	elōthesē

Choose to do the right.

## Lesson 23.

Sound of **n = ng**.

sīng	sīnk	swīng	rīnk
sang	sank	swung	blank
sung	sunk	young	elink

Hear the boys sing

Lesson 24.

Sound of ä.

ärns	märk	chär	häl
farm	park	sear	halves
dart	larch	searf	ealm

"Half a loaf is better than no bread."

Lesson 25.

Sound of a.

eall	hawk	bald	yawn
tall	erawl	warm	walk
halt	pause	draw	ba/k
salt	eaufe	drawl	chalk

Draw a straight line.

Lesson 26.

Sounds of â and â.

âsk	fâst	pâth	shâre
task	past	bath	seare
flask	mast	lath	stare
glass	chaff	branch	spare

Get a glass of water.

Run fast, if you can.

## Lesson 27.

Sounds of **ē** and **û**.

ĕarn	tĕrm	pûr	ûrn
learn	fern	turf	turn
pearl	verse	surf	churn
yearn	elerk	hurl	spurn

Learn a verse to-day.

## Lesson 28.

Sounds of **oi** and **ou**.

oil	join	noun	thou
boil	eoïn	eloud	seout
toil	loïn	stout	mouth
spoil	point	douĥt	bough

Not a cloud was seen.

## Lesson 29.

REVIEW OF ALL LETTERS AND SOUNDS.

blāze	jeer	quĭll	thrŭst
ĕăĥ	kĕpt	rōll	vĕxed
dărk	lĕarn	sōng	voĭce
fall	mĭne	sōothe	wound
grăss	nŭrse	shōok	yĕast
hăirŝ	prĭm	tŭne	whĭz

Twenty-six letters are  
used in this lesson.



Lesson 30.

DISSYLLABLES.

Sound of **ā** in accented syllables.  
 Sound of **ŷ** = **ī**; **ör** = **ēr**.

bā'bŷ	fā'vör	eā'pēr	hās'tŷ
la'dy	la'bor	ta'per	shad'y
la'zy	va'por	wa'ver	gay'ly
ha'zy	ra'zor	mak'er	lay'er
era'zy	sa'vor	bak'er	na'vy

Require pupils to write the words of this lesson and mark all vowels.

Lesson 31.

OBJECTS IN A SCHOOLROOM.

bēll	glōbe	pā'per	chīl'dren
slātes	chālk	tā'ble	tēach'er
bōōks	dēsks	pēn'cil	point'er
chārt	elōck	rüb'ber	blāck'bōard

Require pupils to name other objects in the schoolroom.

Lesson 32.

Sound of **ā** in accented syllables.

ā'ble	tāi'lör	mā'son	lāte'lŷ
fa'ble	sail'or	tak'en	safe'ly
ea'ble	jail'er	shak'en	state'ly
sta'ble	dai'ly	wak'en	vain'ly
era'dle	dai'ry	ha'ven	main'ly

Write five sentences, each to contain a word in this lesson.

## Lesson 33.

## PARTS OF A SCHOOLHOUSE.

stěps	rōof	rōomŝ	chīm'neŷ
pōrch	spout	sīdeŝ	čēil'ing
wallŝ	ēaveŝ	ěndŝ	wīn'dōw
frāme	flōor	dōorŝ	shūt'ter

## Lesson 34.

## Long sound of ē accented.

ē'vīl	ēa'gle	rēad'ěr	nee'dle
re'al	eat'en	hear'er	flee'cy
he'ro	wea'ry	rea'son	greed'y
se'eret	near'er	sea'son	weed'y
fe'ver	neat'er	lead'er	need'y

## Lesson 35.

## BUILDING MATERIALS.

lōgŝ	lāth	lūm'ber	nāīlŝ
brīck	sānd	bōardŝ	bōlts
stōne	līme	joists	lōcks
mār'ble	plās'ter	bēamŝ	glāss

## Lesson 36.

The teacher uses the pointer daily. The children write on paper, slates, and blackboard. They use pens, pencils, and chalk.

The tailor made this coat. The jailer held the sailor. The mason built the walls and chimney.

*To Teachers.* — Require pupils to write the above sentences from dictation. In subsequent lessons encourage pupils to use some words of each lesson in original sentences.

Lesson 37.

Sounds of **är** and **ör** = **ër**. Sound of **ī** in accented syllables.

lī'är	dī'et	sī'lent	trī'fle
tī'nŷ	qui'et	rip'en	ti'tle
li'læe	rid'er	driv'er	high'ly
dī'al	fin'er	writ'er	live'ly
vi'per	bri'er	mi'ser	spi'cŷ

Lesson 38.

ARTICLES OF FOOD.

pīeŷ	beef	ëggŷ	eūs'tärd
eäkes	pörk	tōast	eräck'erŷ
brëad	fish	gāme	jël'lŷ
rŷsk	vēal	tärts	säl'ad

Lesson 39.

Sound of **ō** in accented syllables.

pō'nŷ	stō'rŷ	ōwn'ër	brō'ken
po'et	ston'y	slow'ly	frō'zen
ho'ly	so'ber	elose'ly	gold'en
rōŷ'y	o'dör	lone'ly	stol'en
po'ŷy	o'ver	jok'er	spō'ken

Lesson 40.

NAMES OF FRUITS.

Sound of **ö** = **ŭ** as in *up*.

pēach	äp'ple	dātes	bläck'bër rŷ
peâr	chër'rŷ	fīgŷ	straw'bër ry
quĩnce	lēm'òn	plūmŷ	rāŷp'bër ry
grāpes	mēl'òn	eür'rants	erān'bër ry

## Lesson 41.

Sound of short **ă** accented.

hăb'it	păt'těr	grăv'ěl	săd'lŷ
rap'id	mat'ter	trav'el	bad'ly
wag'on	ean'ter	ban'ner	glad'ly
taffy	sad'dle	mar'ry —	flat'ly
tally	tat'tle	tar'ry	val'ör

## Lesson 42.

## ARTICLES OF CLOTHING.

věst	drěss	trou'sers	eöl'lār
söcks	shawl	mīt'tens	bön'net
bōots	seärf	něck'tie	rīb'bön
gāi'ters	eāpe	stöck'ings	rű'fleş

## Lesson 43.

Sound of short **ě** accented.

ěn'vŷ	bět'těr	běg'gār	měth'öd
eld'er	let'ter	mem'ber	reck'on
nev'er	ten'der	ped'dler	em'blem
pen'ny	slen'der	tem'ple	self'ish
en'try	ren'der	net'tle —	sell'er

## Lesson 44.

## • DICTATION REVIEW.

Never be even a silent liar. The peddler gave a penny to the beggar. The wagon was broken. The currants were stolen. The pony will canter.

I like to eat — — —. I wear — — — — —.

NOTE. — Require each pupil to complete the last two sentences.



Lesson 45.

PARTS OF THE HUMAN BODY.

skīn	hēad	mouth	wrist
bōne	ēarſ	chīn	thūmb
flesh	lips	neck	hānds
nērvē	nōſe	ārms	shōul'der

Lesson 46.

Sound of short **i** accented.

çit'y	dif'fer	lit'tle	shiv'ēr
wit'ty	hid'den	mill'er	hith'er
fif'ty	vie'tōr	giv'en	sim'ply
viſ'it	vie'tim	silk'en	fin'ish
viv'id	pil'fer	kit'ten	flim'sy

Lesson 47.

PARTS OF THE HUMAN BODY.

The words in this lesson denote one of each object named, and are *singular* in form.

skūll	thrōat	thīgh	heel
brāin	brēast	lēg	tōe
spīne	chēst	knee	joint
heärt	wāist	shīn	sōle

Lesson 48.

wick'ēd	riv'ēr	spīr'it	mīd'dle
fit'ted	win'ter	swift'ly	thim'ble
din'ner	sis'ter	wit'ness	whis'tle
pitch'er	slip'per	fit'ness	this'tle
pip'pin	sim'per	pie'nie	rid'dle

Copy the words of this lesson and supply diacritical marks.

## Lesson 49.

## NAMES OF DOMESTIC ANIMALS.

The words in this lesson denote more than one of each object named, and are *plural* in form.

lāmbș	högș	dūcks	gōș'lingș
eōlts	dōgș	gōats	chīck'ens
mūlēș	pīgș	houndș	eām'elș
eowș	hēnș	eātș	hēif'erș

Pupils will write or spell the *singular* form of the words in this lesson.

## Lesson 50.

Sound of short **ö** accented.

eöm'ie	pröp'ër	röb'bër	möss'ÿ
of'fer	hon'est	pock'et	frost'y
fol'ly	bot'tôm	rock'et	fond'ly
jol'ly	döl'lār	rot'ten	bod'y

## Lesson 51.

## NAMES OF WILD ANIMALS.

lī'ón	răb'bit	sēal	beâr
tī'ger	wēa'sel	sā'ble	deer
păn'ther	rae eōōn'	öt'ter	mōose
lēop'ărd	squīr'el	bēa'ver	bī'son

## Lesson 52.

Sound of short **ü** accented.

süp'për	slüm'bër	bün'dle	müs'tÿ
num'ber	plun'der	bub'ble	dust'y
run'ner	flut'ter	rum'ble	sun'ny
gun'ner	but'ton	grum'ble	up'per

Lesson 53.

NAMES OF BIRDS.

Form the plurals of the words in this lesson by adding **s**.

owl	eôn'dör	röb'in	snipe
lärk	lîn'net	pär'röt	eräne
wrën	spär'röw	rä'ven	pē'wit
quāil	wäg'tāil	mär'tin	hēr'on

Lesson 54.

Sound of **n** like **ng**, marked **n**.

ī <u>n</u> k	rā <u>n</u> k	sīn'g <u>n</u> le	lōn'g <u>n</u> ēr
thī <u>n</u> k	thā <u>n</u> k	mīn'g <u>n</u> le	strōn'g <u>n</u> ēr
drī <u>n</u> k	drā <u>n</u> k	jūn'g <u>n</u> le	līn'g <u>n</u> ēr
brī <u>n</u> k	plā <u>n</u> k	twīn'k <u>n</u> le	yoūn'g <u>n</u> ēr
shrī <u>n</u> k	shrā <u>n</u> k	wrīn'k <u>n</u> le	fīn'g <u>n</u> ēr

Lesson 55.

NAMES OF GIRLS.

Jāne	Ī'dā	Lū'çy	Ėlār'ā
Grāçe	Ē'vā	Mā'ry	Āl'ice
Kāte	Dō'rā	Nēl'ly	Hēl'en
Rōse	Ēl'lā	Fān'ny	Lau'rá
Maud	Ėm'mā	Sā'rāh	Bēr'thā

Lesson 56.

DICTION REVIEW.

Did you hurt your knee? I hurt my wrist and thumb.  
 The robber stole fifty dollars from an honest man.  
 I have seen a robin, — — — —, and other birds.  
 I saw a rabbit, — — — — — in the woods.

## Lesson 57.

Sound of **i** as in **girl**, marked **ī**.

sīr	fīrm	fīrt	ċīr'eus
bīrd	skīrt	chīrp	ċīr'ele
dīrt	shīrt	bīrth	vīr'tue
stīr	whīrl	thīrst	thīr'ty

## Lesson 58.

## NAMES OF BOYS.

Märk	Hēn'rŷ	Āl'bērt	Ċlār'enċe
Fränk	Hō'mer	Är'thur	Rīch'ard
Lūke	Mär'tin	Pē'ter	Hēr'bert
Jōhn	Jā'eob	Jāmes	Rōb'ert
Paul	Jēs'se	Chārles	Thōm'as

## Lesson 59.

Sound of **o** like short **ŭ**, marked **ō**.

lōve	dōve	hōv'ēr	mōn'eŷ
eōme	glōve	eōv'er	hōn'ey
dōne	frōnt	wōn'der	ōth'er
nōne	mōnth	brōth'er	eōl'ōr
dōes	tōngue	mōth'er	eōm'fōrt

## Lesson 60.

Sound of **e** like **ā**, marked **e**.

they	neigh	weight'ŷ	o bey'
whey	sleigh	eight'y	eon vey'
prey	weigh	veined	sur vey'
vein	freight	neigh'bōr	veiled

Lesson 61.

CARDINAL NUMBERS.

one (wŭn)	sĕv'en	sĭx'teen	sĭx'ty
three	twĕlve	sĕv'en teen	nĭnĕ'ty
fōur	thĭr'teen	<u>e</u> ight'een	hŭn'dred
<u>e</u> ight	fōur'teen	nĭnĕ'teen	thou'sand
nĭne	fĭf'teen	twĕn'ty	mĭl'ion

Lesson 62.

Sound of **o** like broad **a**, marked **ô**.

hōrn	nōrth	ôr'der	eōr'ner
bōrn	stōrm	fōr'mer	mōr'tăr
sōrt	ôught	fōr'tune	ôr'chărd
shōrt	bōught	fōr'wărd	bōr'der
hōrse	brōught	mōrn'ing	in fōrm'

Lesson 63.

ORDINAL NUMBERS.

first	fifth	twĕlfth	twĕn'tiĕth
sĕc'ond	sĭxth	thĭr'teenth	thĭr'tiĕth
thĭrd	<u>e</u> ighth	fōur'teenth	fōr'tiĕth
fōurth	nĭnth	fĭf'teenth	<u>e</u> ight'iĕth

Lesson 64.

DICTATION REVIEW.

This is page twenty-fifth, and lesson sixty-fourth. Our neighbor has eight horses, which weigh more than eighty hundred pounds. The dove is not a bird of prey. Obey your teacher.

The names of the boys in my class are — —.

The names of the girls in my class are — —.

## Lesson 65.

## WORDS OF OPPOSITE MEANING.

Let the teacher dictate a word, and the pupil give its opposite.

rich	pōor	săd	glăd
sick	wēll	thick	thĭn
făt	lēan	light	dărk
sweet	sour	whĭte	blăck
lēss	mōre	rĭght	wrōng

## Lesson 66.

Sound of **u** in **urge**, marked **û**.

bûrn	pûrse	chûrch	joûr'nal
hûrt	nûrse	bûr'den	tûr'key
eûrl	eûrve	pûr'ple	eûr'tain
bûrst	tûrned	mûr'mur	joûr'ney

## Lesson 67.

## WORDS OF OPPOSITE MEANING.

băd	gōod	mŭch	lĭt'tle
lōw	hĭgh	deep	shăllōw
hărd	sŏft	wĭde	năr'rōw
shărp	blŭnt	lăte	ĕar'ly
fĭne	eōarse	wĭse	fōol'ish

## Lesson 68.

Sounds of **o** and **u** like long **ōō**, marked **o** and **u**.

two	whom	rule	erude
mōve	group	rude	prune
yōur	wōund	fruit	brute
prōve	whōse	truth	bruise



Lesson 69.

OPPOSITE MEANINGS.

gĭve	tāke	hĕlp	hĭn'der
tēach	lēarn	thawed	frō'zen
gōes	eōmes	fall'en	rĭs'en
lōst	found	seāt'ter	gāth'er
smĭle	frown	a bōve'	be lōw'

Lesson 70.

Sounds of **o** and **u** like short **oo**, marked **o, u**.

wolf	wom'an	put	puđ'ding
would	boş'om	pull	pul'pit
eould	wolf'ish	bush	bul'let
should	puss'y	push	pul'leỹ

Lesson 71.

OPPOSITE MEANINGS.

true	false	kĭnd	eru'el
strōng	wēak	noiş'ỹ	quĭ'et
keen	dŭll	strāight	erōok'ed
smōoth	rōugh (rŭf)	ōf'ten	sĕl'dom
full	ĕmp'tỹ	sōme	nōne

Lesson 72.

DICTATION REVIEW.

He had risen early. His journey had led him over high hills and rough roads. The wolf is a cruel brute. The bullet made a deep wound. You should learn your lessons. The woman put some fruit in the pudding.

## Lesson 73.

Sound of **y** like long **i**, marked **ȳ**.

erȳ	eȳe	lȳ'ing	dē nȳ'
trȳ	buȳ	dȳ'ing	de fȳ'
skȳ	tȳpe	drȳ'ing	re plȳ'
slȳ	sprȳ	tȳ'rant	ap plȳ'
thȳ	stȳle	slȳ'ly	de erȳ'

## Lesson 74.

Form the plurals of these words by adding **es**.

īnch	ārch	trēnch	hē'rō
dītch	mārch	skētch	mōt'to
stītch	mātch	erūtch	po tā'to
swītch	lātch	elūtch	to mā'to
brānch	pātch	nōtch	ōs'trich

## Lesson 75.

Sound of **y** like short **i**, marked **ȳ**, and of **a** like short **ō**, marked **a**.

hȳmn	waș	wațh	waŋ'der
sȳs'tem	swaŋ	squaț	squaŋ'der
sȳl'van	wașh	swaŋp	swaŋ'lōw
erȳs'tal	whaț	squașh	quaŋ'rel

## Lesson 76.

Singular.	Plural.	Singular.	Plural.
eālf	eālvēs	life	lives
hālf	hālvēs	wife	wives
lēaf	lēaveș	knife	knives
lōaf	lōaveș	shēaf	shēaveș

Lesson 77.

Sound of **g** like **j**, marked **ġ**.

āġe	ĕdġe	lāġe	ġī'ant
eāġe	hĕdġe	stāġe	pġ'e'ôn
rāġe	jŭdġe	strāġe	o blġe'
hūġe	hĭnġe	chāġe	re vĕnġe'

Lesson 78.

Singular.	Plural.	Singular.	Plural.
shĕlf	shĕlves	gōose	geese
sĕlf	sĕlves	tōoth	teeth
wolf	wolves	fōot	feet
thiĕf	thiĕves	child	chĭl'dren
mouse	mĭce	fōe'man	fōe'men
ox	ox'en	wom'an	wom'en(wĭm)

Lesson 79.

Sounds of **i** like long **ē**, marked **ī**, and of **o** unmarked = **û**.

mā chĭnē'	pō lĭcē'	word	worm
rā vĭnē'	vā lĭsē'	world	wor'thŷ
mā rĭnē'	fā tĭgue'	worth	wor'ship

Lesson 80.

DICTATION REVIEW.

The women sang a hymn. The dying hero will defy the tyrant. The pigeon and a swallow flew into a ravine. The thieves stole two large knives. The children gather the sheaves. The police found the crystals in a valise. Never quarrel. What is the plural of motto? '

## Lesson 81.

## OPPOSITE MEANINGS.

bĕst	worst	fĕast	făm'ĭne
blāme	prāiſe	elōſe	ō'pen
bāre	eov'ered	worse	bĕt'ter
proud	hŭm'ble	elĕar	eloud'y
elĕan	dĭrt'y	ŭg'ly	pret'ty (prĭt)

## Lesson 82.

Sound of **ā** in second syllable.

ā wāke'	ŭn sāfé'	ā frāid'	ā vāil'
a shamed'	re late'	eon tain'	a wait'
be eame'	mis take'	de tain'	pre vail'
de faċe'	be tray'	re main'	de elaim'
es eape'	de lay'	eom plain'	ex plain'

## Lesson 83.

Form the plural of these words by changing **y** to **ies**.

flȳ	ċit'ȳ	bĕr'ry	stō'ry
spȳ	lĭl'y	chĕr'ry	pĕn'ny
bā'bȳ	bōd'y	jĕl'ly	eoun'ty
lā'dy	pō'ny	eān'dy	boun'ty

## Lesson 84.

Various sounds of **a** in last syllable.

ā pārt'	prĕ pāre'	ā broad'	ā lās'
a lārm'	be wāre'	be fāl'	ad vānċe'
ċĭ gār'	eom pāre'	re eāl'	de mānd'
re mārċ'	de elāre'	re wār'd'	eom mānd'

Lesson 85.

OPPOSITE MEANINGS.

râre	eom'mon	hōpe	dē spâir'
löss	prōf'it	brāve	tīm'id
lōan	bōr'rōw	strēngth	wēak'ness
rudē	po lītē'	re pēl'	at trāet'
fiērcē	ġen'tle	ī'dle	bus'y (bīz'zȳ)

Lesson 86.

Sound of short ě in last syllable.

at tēnd'	eon fēss'	up sēt'	pro tēet'
eon tend'	eon sent'	un less'	ad dress'
in tend'	eon tent'	se leet'	eom menčē'
pre tend'	de fend'	ex čept'	sue čess'
im mense'	de pend'	ex peet'	poš šess'

Lesson 87.

OPPOSITE MEANINGS.

ũ nīte'	dī vīde'	de spīše'	re spěet'
pūb'lie	prī'vāte	ad mīre'	de tēst'
sue čeed'	pre čēde'	sāfe'ty	dān'ger
swift'est	slōw'est	fōr'wārd	băck'wārd

Lesson 88.

DICTATION REVIEW.

Open the door and close the window. Beware of danger. He will demand a reward. Some succeed where others fail. Be polite to all. Expect no praise. I will borrow four pennies. These counties have no cities. Better be busy than idle. Write the plural of lady.

## Lesson 89.

Sound of long *ē* in last syllable.

ăd hēre'	rē liēf'	ă chiēve'	rē ċēive'
se vere'	be lief'	be sieġe'	re ċeipt'
se erete'	re lieve'	re trieve'	de ċeive'
ap pear'	be lieve'	ag grieve'	de ċeit'

Copy and indicate the sound of each vowel.

## Lesson 90.

## FOREST TREES.

ōak	lărch	pōp'lăr	chēst'nut
ēlm	spruċe	līn'den	būt'ter nūt
pīne	ċē'dăr	wīl'lōw	hīck'o rŷ
beech	pe eăn'	wal'nut	sŷe'ă mōre
bīrch	mă'ple	hēm'lock	dōg'wōod

## Lesson 91.

Adjectives.	Nouns.	Adjectives.	Nouns.
ēaŝ'y	châirŝ	lărgē	ōr'an ġeŝ
mēr'ry	bīrdŝ	ăn'grŷ	pēr'sonŝ
īrk'sōme	tăskŝ	roy'al	băn'nerŝ
hēav'y	lōadŝ	lă'zy	pēo'ple
plēaŝ'ant	hōmeŝ	joy'ōus	greet'ingŝ

## Lesson 92.

Various sounds of *i* in last syllable.

rē fīne'	ăd vīċe'	eôn fīde'	bē ġīn'
be hind'	eon trive'	re quire'	for give'
be sideŝ'	de viŝe'	re mind'	un til'
de ċide'	de light'	sur priŝe'	for bid'



Lesson 93.

POSSESSIVE FORM OF NOUNS.

Note the use of the (') and s.

the queen's crown	Phē'be's veīl
the girl's shoes	Ēd'win's whīs'tle
the sheep's fleece	mōth'er's love
the buffaloe's mane	dū'ty's call
the eanā'ry's song	wī's'dom's ways

Lesson 94.

Sound of long ō or short ɔ in last syllable.

ā shōre'	af fōrd'	re pōse'	be lōng'
a woke'	be hold'	ex pose'	for got'
a board'	be stow'	pro pose'	un lock'
a float'	pro mote'	sup pose'	re solve'
a bode'	sup port'	pro voke'	a long'

Lesson 95.

Sound of long oo in last syllable.

un dō'	eō eōon'	bāl lōon'	in trude'
ap prove'	bab oon'	har pōon'	pe ruſe'
re move'	ear tōon'	drā gōon'	re eruit'
re prove	eā bōōse'	re prōōf'	ab struse'

Lesson 96.

DICTATION REVIEW.

He will receive a joyous greeting. I believe it. The dragoons came to the relief of the besieged. The recruit wrote a receipt. Deceive no one. The paper contains a cartoon. The balloon was lost. Unlock the caboose. Abstruse means hidden. The whaler used his harpoon.

## Lesson 97.

## ADJECTIVES.

Add **-er** and **-est** to the words in this lesson.

nēat	fâir	brīght	mīld
mēan	fāint	striet	wīld
elēar	frāil	fīrm	loud
meek	eālm	fōnd	tałl
green	frēsh	sōft	bōld

## Lesson 98.

Various sounds of **u** in last syllables.

ěx eūşe'	in sult'	őe eûr'	à mông'
en dure'	dis gust'	re turn'	a bove'
re fuşe'	be gun'	un hurt'	a mongst'
re duşe'	eon sult'	dis turb'	be eome'
pro eure'	in struet'	ab surd'	eon front'

Write these words and mark the vowels.

## Lesson 99.

Consonant doubled before **-er** and **-est**.

hõt	hõt'těr	hõt'těst	rěd
wět	wět'ter	wět'test	săd
bīg	bīg'ger	bīg'gest	fīt
dīm	dīm'mer	dīm'mest	thīn
măd	măd'der	măd'dest	trīm
grīm	grīm'mer	grīm'mest	flăt
glăd	glăd'der	glăd'dest	slīm
snüg	snüg'ger	snüg'gest	prīm

Add **-er** and **-est** to the words in the last column; double the final consonant.

# Lesson 100.

Sounds of the diphthongs in the last syllables.

à void'	al loy'	à bout'	al low'
ap point'	an noy'	a loud'	de vour'
ex ploît'	en joy'	a mount'	un wound'
re joîçe'	em ploy'	ae eount'	pro nounce'
de void'	de stroy'	an nounce'	sur round'

# Lesson 101.

Nouns.	Verbs.	Nouns.	Verbs.
thũn'der	rōars̄	pǎr'ròts	chăt'ter
ēa'gles̄	sōar	pū'pils̄	stūd'ỹ
flow'ers̄	blōom	wăg'ons̄	rũm'ble
nēs'tlings̄	chĩrp	stārs̄	twĩn'kle
ěn'gĩnes̄	pũff	dĩ'a mōnds̄	spār'kle

# Lesson 102.

Sound of **sh**.

shell	hārsh	shĩn'ing	pũn'ish
shārp	flāsh	shēl'ter	fũr'nish
shōne	blũsh	shăd'ow	noũr'ish
shāpe	brũsh	shăg'gy	rēl'ish

# Lesson 103.

## DICTION REVIEW.

Excuse my delay. Such stories are absurd. The leopard will devour its prey. A thief is devoid of honor. He gave an account of his exploits. Avoid all evil. He will confront his foes. Can you endure the pain?

## Lesson 104.

## ✓ VERBS AND PARTICIPLES.

Verbs.	Past Part.	Present Part.	Verbs.
ădd	ădd'ed	ădd'ing	rê pōrt'
plēad	plēad'ed	plēad'ing	re pēat'
mēlt	mēlt'ed	mēlt'ing	re quēst'
stărt	stărt'ed	stărt'ing	de dūet'
plănt	plănt'ed	plănt'ing	ob strūet'
trēat	trēat'ed	trēat'ing	as sīst'
chēat	chēat'ed	chēat'ing	re șīst'
drēad	drēad'ed	drēad'ing	pre dīet'

Add **-ing** and **-ed** to the verbs in the last column.

## Lesson 105.

Sound of **wh**; the true sound being **hw**.

whīch	whēat	whīs'kŷ	whīth'er
whāle	whēlp	whīs'per	whēth'er
whīm	whēnce	whīt'tle	whīsk'ers
wharʃ	whīsk	whīm'per	whīte'ness
whēt	wheeze	whīn'ing	whee'dle

## Lesson 106.

Final **ed** with the sound of **d**.

Verbs.	Past Participles.	Verbs.	Past Participles.
cheer	cheered	ap pēal'	ap pēaled'
erawł	erawled	būr'den	būr'dened
growł	growled	lěv'el	lěv'eled
snārł	snārled	re gāin'	re gāined'
serēam	serēamed	sūm'mōn	sūm'mōned

Form the present participles of these verbs by adding **-ing**.

Lesson 107.

**Ch** as in **machine**, marked **ch** ; **ch** as in **school**, marked **ch**, with **h** silent ; **x**, like **gz**, as in **exist**, marked **x**.

çhāiše	ehăşm	exăm'ine
çhà grîn'	ehō'rus	exăm'ple
çhà rāde'	sehōl'är	exärt'ed
çhiv'al ry	ehēm'is try	exhib'it
mà çhin'er y	ehär'ae ter	exist'ençe

Lesson 108.

Sound of final **ed** like **t**.

Verbs.	Past Participles.	Verbs.	Past Participles.
sēarch	sēarched	en rīch'	en rīched'
prēach	prēached	chěr'ish	chěr'ished
eröss	erössed	re lăx'	re lăxed'
mārch	mārchēd	at tăch'	at tăched'
elāsp	elāsped	at tăck'	at tăcked'
stāmp	stāmped	trī'umph	trī'umphed

Lesson 109.

Sound of **e** before **r** like **â**, marked **ê**, and of **e** before **r**, marked **ě**.

hêir	sěrv'ant	pěr'feet	pre sěrvé'
thêre	hěr'mit	sěrv'ice	in sěrt'
whêre	měr'cy	sěr'mon	de sěrvé'
êre	věr'diet	çěr'tain	re věrse'

Lesson 110.

DICTATION REVIEW.

Deduct the amount of this bill. The carts obstructed the streets. This storm was predicted. I am requested to do so. He was summoned to appear. The case was appealed. He will study chemistry. The machinery is out of order.

## Lesson 111.

## NAMES OF INSECTS.

bee	mōth	lō'eust	kā'ty dīd
ant	gnāt	hōr'net	būt'ter flȳ
flēa	mīd'ge	erīck'et	grāss'hōp per
wasp	spī'der	bee'tle	mōs quī'tō

## Lesson 112.

## VERBS AND PARTICIPLES.

Final consonant doubled before **-ed** and **-ing**.

grīn	grīnned	grīn'ning	chōp
plān	plānned	plān'ning	wrāp
wāg	wāgged	wāg'ging	un fīt'
dīp	dīpped(t)	dīp'ping	ex pēl'
whīp	whīpped(t)	whīp'ping	re bēl'
knōt	knōt'ted	knōt'ting	e quīp'
slām	slāmmēd	slām'ming	en trāp'
drūm	drūmmēd	drūm'ming	eom mīt'
o mīt'	o mīt'ted	o mīt'ting	re grēt'
pre fēr'	pre fērred'	pre fēr'ring	eon trōl'

Write the participles of the verbs in the last column, being careful to double the final consonant before **-ing** and **-ed**.

## Lesson 113.

**Gh** and **ugh** silent.

fight	sīght	eāught	dōugh
frīght	plīght	taught	thōugh
hēight	mīght	wrōught	througħ
nīght	brīght	fōught	brōught



Lesson 114.

Write the participles of these verbs, omitting final **e** before **-ing** and **-ed**.

āe <i>he</i>	quō <i>te</i>	de šī <i>re'</i>	tū <i>m'ble</i>
hō <i>pe</i>	prāi <i>se</i>	ar rī <i>ve'</i>	stū <i>m'ble</i>
lō <i>ve</i>	sēi <i>ze</i>	in vī <i>te'</i>	rī <i>p'ple</i>
dā <i>nce</i>	fō <i>ce</i>	in dū <i>ce'</i>	bā <i>b'ble</i>
smō <i>ke</i>	tēa <i>se</i>	in elū <i>de'</i>	mū <i>f'fle</i>

Lesson 115.

Final **ture** in unaccented syllables.

pīe' <i>ture</i>	rāp' <i>ture</i>	fāi <i>l'ture</i>	serīp' <i>ture</i>
nā' <i>ture</i>	eāp' <i>ture</i>	fēa' <i>ture</i>	erēa' <i>ture</i>
pās' <i>ture</i>	mīx' <i>ture</i>	mēa <i>ş'ure</i>	seūlp' <i>ture</i>
vēn' <i>ture</i>	fīx' <i>ture</i>	tēx' <i>ture</i>	strūe' <i>ture</i>

Lesson 116.

Past participle formed by changing **y** to **ied**.

dr <i>y</i>	dried	eār <i>ry</i>	eār <i>ried</i>
sp <i>y</i>	spied	fān' <i>cy</i>	fān' <i>chied</i>
er <i>y</i>	eried	hūr <i>ry</i>	hūr <i>ried</i>
pīt' <i>y</i>	pīt' <i>ied</i>	wēa' <i>ry</i>	wēa' <i>ried</i>
eōp' <i>y</i>	eōp' <i>ied</i>	stēad' <i>y</i>	stēad' <i>ied</i>
stūd' <i>y</i>	stūd' <i>ied</i>	eom pl <i>y'</i>	eom plied'

Lesson 117.

DICTATION REVIEW.

I caught a flea and a gnat. A mosquito bites and a hornet stings. What is your height? The crops were destroyed by the storm. He preferred to walk through the pasture. The babbling brook is never weary. Just praise gives pleasure. He complied with my request.

## Lesson 118.

## TRISYLLABLES.

ăn'ĩ mal  
 ăe'çi dent  
 ăn'gri ly  
 găl'ler y  
 făe'tô rỹ  
 trăv'el er  
 măr'ĩ něr  
 hăp'pi er

ěv'ěr ỹ  
 ęd'ĩ tōr  
 mēl'o dy  
 mēm'ô rỹ  
 ěn'e mỹ  
 sēp'ā rāte  
 hēs'ĩ tāte  
 dēe'ō rāte

ōf'fi ċer  
 pōv'er tỹ  
 hōn'es ty  
 prōp'er ty  
 eōm'mōn ly  
 hōl'i dāy  
 gōd'li ness  
 trōp'ie al

## Lesson 119.

## TRADES AND OCCUPATIONS.

färm'ěr  
 grō'ċer  
 drōv'ěr  
 plānt'er  
 buťch'er

pāint'ěr  
 prīnt'er  
 bān'k'er  
 eōp'er  
 law'yer

flō'rist  
 mēr'chant  
 drāy'man  
 sāleš'man  
 bōat'man

gār'den ěr  
 eār'pen ter  
 plās'ter er  
 blăck'smith  
 gōld'smith

Write the plurals of these words.

## Lesson 120.

hīs'tô rỹ  
 ĩn'ju ry  
 ĩn'dus try  
 mĩn'is ter  
 prĭš'on er  
 trĭck'er y  
 tĭm'id ly  
 bĭt'ter ly

ĩn'dĩ eāte  
 ĩm'ĩ tāte  
 dĩf'fer ent  
 dĩl'ĩ ġent  
 trĭv'ĩ al  
 sĭm'ĩ lār  
 sĭn'gu lār  
 ċĩt'ĩ zen

sũd'den ly  
 hũs'kĩ lỹ  
 ĵũs'tĩ fỹ  
 mũl'tĩ plỹ  
 mũl'tĩ tũde  
 sũb'sti tũte  
 eũl'tĩ vāte  
 sũf'fo eāte

Lesson 121.

es tăb'lish	for ăv'er	eon sîd'er
im ăg'ine	how ăv'er	be wîl'der
in hăb'it	re șēm'ble	pro hîb'it
săr eăs'tie	op prěss'ôr	im priș'on
ro măn'tie	re mēm'ber	im plîç'it
me tăl'lie	ex pěn'sive	so liç'it
or găn'ie	ex těn'sive	dis trîb'ûte
un hăp'py	un plěaș'ant	eon tîn'ue

Lesson 122.

FARM PRODUCTS.

rȳe	băr'leȳ	elō'ver	tîm'o thȳ
rîçe	bŭck'whēat	mîl'let	tô băe'eô
ōats	eôt'ton	tûr'nips	pŭmp'kinș
eörn	eoff'fee	měl'ônș	po tă'tōeș

Lesson 123.

Note the sound of vowels in unaccented syllables.

stăt'ûe	ăr'rôw	eôn'trîte	vî'o lâte
rēs'eûe	ěl'bôw	ěx'îled	děl'e gâte °
rěf'ûge	wîd'ôw	ěeh'ôeș	děd'i eâte
ăr'gûe	tăl'lôw	môt'tôeș	în'sti gâte

Lesson 124.

DICTATION REVIEW.

The painter wrought with skill. The mariner came to the rescue of the traveler. The factory is commonly closed on a holiday. The gardener will separate the seeds. Coffee is the berry of a tropical tree. What is the horizon? The citizens will decorate the statue of the great poet.

## Lesson 125.

Long sound of vowels under the accent.

bāk'ēr ỹ	rē'al lỹ	eū'rĩ oũs
brāv'er y	ē'qual ly	stū'di oũs
vā'ri oũs	ē'ven ing	nū'mer oũs
dān'ger oũs	ēa'ger ly	pū'ri fỹ
vol eā'no	ēaşı'ly	beaū'ti fỹ
tôr nā'dô	cheer'ful ly	en dūr'ance
en ā'ble	ap pēar'ance	a mūşé'ment
à wāk'en	eon çēal'ment	in dûçé'ment

## Lesson 126.

## GARDEN PRODUCTS.

sāge	spīn'ach(ăj)	pěp'pers	çěl'er ỹ
pēaş	eăr'rôts	eūr'rants	eū'eum berş
bēanş	eăb'bage	mūs'tărd	to mătōeş
beets	părs'nips	rhū'bărb	răd'ish eş
leeks	ôn'ions(yŭnz)	ëgg'plănt	ăs păr'a gŭs

## Lesson 127.

Various sounds of vowels under the accent.

ăr'tĩ ele	əd'ĩ fĩçe	eov'er ing
păr'tĩ ele	ğen'er oũs	eom'pa nỹ
heärt'ily	ğen'tle man	som'e'bôd y
ăr'ehi tēt	ěl'e ment	shov'el ful
aw'ful ly	rěad'ily	won'der ful
eâre'ful ly	stěad'ily	dis eov'er
ăft'er ward	spēc'i men	im pôr'tance
măs'ter y	de těr mĩne	mis fôr'tune

Lesson 128.

TRADES AND OCCUPATIONS.

mīn'ēr	eon düet'ör	gläss blōw'er
pūd'dler	brāke'man	gläss eüt'ter
nāil'er	fire'man	stōre'keep er
wēav'er	ēn ġi neer'	bōok'keep er
tēam'ster	mā çhīn'ist	shoë'māk er

Lesson 129.

eāp'i tal	ēd'ū eāte	öp'po şite
prāe'ti eal	ěl'e vāte	prōs'per oūs
nāt'ū ral	ēm'pēr ör	eön'fi dent
eāb'i net	bēn'e fit	qual'i tỹ
pār'al lel	tēr'ri ble	quan'ti ty
pār'a söl	tēn'der ly	löt'ter y
pās'sen ġer	pēr'feet ly	mōd'es ty
hāp'pi ness	yēs'ter dāy	pōl'i cy

Lesson 130.

**Ph** with the sound of **f**.

phrāşe	çī'pher	prōph'et	ěl'e phant
sphēre	eām'phōr	nēph'ew	těl'e grāph
phlōx	sul'phūr	trī'umph	phō'tō grāph
sylph	pām'phlet	grāph'ie	phā'e tön

Lesson 131.

DICTATION REVIEW. — The engineer met with an accident. He is a practical machinist. The architect drew his plan carefully. The conductor will telegraph his nephew. The emperor was received in triumph. He gave a graphic account of the tornado. Rhubarb, celery, and spinach grow in our garden.

## Lesson 132.

Trisyllables accented on the last syllable.

ō ver hăng'	pěr se vēre'	în ter rūpt'
ō ver lōad'	în ter fēre'	rē eon strūet'
ěn ter tăin'	rěp re șent'	în se eūre'
as ęer tăin'	rēe om mēnd'	īm ma tūre'
īm po līte'	rēe ol lēet'	dīs o blīge'
ăd ver tīșe'	dīs a gree'	ŭn be liēf'
sū per vīșe'	pī o neer'	ŭn der stōod'
eō in ęīde'	vōl un teer'	īm pōr tūne'

## Lesson 133.

FAMILIAR OBJECTS IN THE CITY.

streets	houșes	wăg'ons	pāve'ment
stōreș	hōrs'es	bŭg'gies	sīde'walk
shōps	drīv'erș	eăr'riag'es	eūrb'stōneș
signș	drāyș	awn'ingș	gūt'terș
gōodș	bōx'es	stee'pleș	pēo'ple

## Lesson 134.

Monosyllables containing silent vowels.

văin	hēat	glēam	yiēld	wōe
trăil	elēave	blēat	piēce	pōur
brăid	ęēase	tēars	chiēf	fōeș
săint	spēak	strēak	piērce	eōast
trăin	rēach	bēast	niēce	rōast
răil	lēave	erēam	priēst	flōat
snăil	shēar	snēak	griēf	mōurn
drăin	plēad	drēam	briēf	sōurce



Lesson 135.

FAMILIAR OBJECTS IN THE COUNTRY.

rōads	fēnç'es	bärns	flow'ers
fiēlds	hēdğ'es	grāins	ôr'chārdş
wōōds	brīdğ'es	vāl'leÿş	stā'bleş
ereeks	grāss'es	fōr'ests	eāt'tle
stōneş	bush'es	mēad'ōwş	fārm'erş

Lesson 136.

The Italian sound of ä accented.

pärt	pär'tÿ	chärg'ing	à jār'
pälm	par'don	starv'ing	a far'
marsh	mar'ket	star'tle	ba zaar'
hark	far'ther	spar'kle	be half'
shark	dar'ling	har'ness	de part'
charm	har'bör	dark'ness	em bark'
smart	par'çel	smart'ness	diş arm'
harsh	fa'ther	far'thing	dis eard'
earve	par'lör	tar'nish	re tard'
guard	sear'let	par'tridge	dis chargé'

Copy above and supply diacritical marks.

Lesson 137.

DICTATION REVIEW. — The merchant will advertise his goods. Will you ascertain the cost of the carriage? Do not interrupt me. The pioneers built their huts in the forest. Recollect that I disagree with you. The volunteer importuned the guard to let him pass. We saw a partridge in the bushes. The chief gave his niece a piece of scarlet cloth.

## Lesson 138.

Short sound of **ă** accented.

wrăp	serăţch	măn'něr	săv'ăge
serap	thatch	ras'eal	dam'ăge
seant	chap'těr	ae'tive	ran'dom
eanst	bat'ter	ash'eş	gam'böl
erash	ban'ter	ag'äte	span'gle
sealp	lad'der	ag'ile	tan'gle
frane	ban'ish	as'pën	wran'gle
traet	eas'tle	pal'ăce	chan'něl

Copy above and supply diacritical marks.

## Lesson 139.

## TOOLS USED BY FARMERS.

hōeş	plowş	hōrse'rāke	scythe
rākes	hār'rōw	hāy'fōrk	erā'dle
flāilş	rōll'er	hāy'knife	mōw'er
mall	măt'tock	whēt'stōne	rēap'er
wēdge	eul'ti vā tōr	grīnd'stōne	thrāsh'er

## Lesson 140.

Long sound of **ā** under the accent.

blāde	ā'eorn	chām'běr	bē hāve'
glāde	has'ten	stran'ger	en gāge'
flake	ha'zel	rai'ment	ar rang'e'
spray	maid'en	play'māte	for sake'
faith	na'tive	va'eant	ob tain'
break	fa'tal	fra'grant	re tain'
claim	man'ger	sa'ered	ab stain
sprain	serap'er	fa'moūs	pro elaim'

Lesson 141.

Short sound of *ě* under the accent.

-erěst	děath	věs'sel	rěad'y
-erěpt	měant	-elěv'er	běl'frý
spěck	drěad	děš'ert	čěl'lār
fětch	děalt	ěf'fōrt	ěs'sençe
fleck	thrěat	fěl'lōw	ěr'rand
lěngth	sprěad	yěl'lōw	lědğ'er
dwěll	hěalth	whěth'er	prěš'ençe
kněll	stěalth	fěath'er	shěp'hěrd
děpth	brěath	wěap'on	děaf'ness
wrětch	brěadth	jěal'ous	brěak'fast

Lesson 142.

ARTICLES IN A DRY-GOODS STORE.

hōše	chīntz	věl'vet	blān'kěts
jeānș	müş'lin	-eām'bric	flān'něl
lawnș	līn'ěn	bro-eāde'	veī'ing
plāid	tīck'ing	de lāine'	mě rī'no
prīnts	tow'elș	-eāsh'mēre	al pā-e'ā
thrěad	lā'çeș	gīng'ham	-eās'sī mēre

Lesson 143.

DICTATION REVIEW. — A random shot may do great damage. The lambs gambol in the meadows. The stranger met with a fatal accident on the railroad. A rascal stole a scythe from the farmer. What is the breadth of the vessel? Flannel is made of wool. The maiden bought some thread and lace. We had a steak for breakfast.

## Lesson 144.

## ARTICLES IN A HARDWARE STORE.

ăx'ēs	wrēnch	hă'tch'et	bŭck'ets
sawŝ	seăles	măl'let	ruł'ers
fileŝ	serewŝ	hă'm'mer	kēt'tles
tōngŝ	slēdġe	ău'ger	steel'yards
plăneŝ	knōbŝ	ġim'let	scīŝ'sōrŝ
spōonŝ	gouġe	trow'el	pīnch'ērŝ

## Lesson 145.

Broad **a**, and **â** as in **air**.

wart	fault	quar'ter	prâyer
haul	sauġe	naugh'ty	fâir'y
tałk	fraud	haugh'ty	dâr'ing
stałk	warmth	daugh'ter	spâr'ing
dwarf	warned	slaugh'ter	weâr'ing
dawn	al'so	paŭ'per	squâre'ly
straw	al'mōst	sau'cy	seârġe'ly
drawn	al'wăyŝ	awk'wărd	pâr'ent
sprawl	ău'tumn	law'sŭit	fâre well'.

## Lesson 146.

## ARTICLES IN A DRUG STORE.

oilŝ	wīneŝ	văr'nish	whīte'wash
păints	spōng'ēs	līq'uōrŝ	eăl'ġi mīne
sōaps	poi'sonŝ	môr'phīne	elōthes'brŭsh
eōmbŝ	vī'alŝ	mēd'i ġīne	hâir'brŭsh
dŷeŝ	bōt'tles	per fŭm'er y	tōoth'brŭsh
sălve	tīne'tŭres	eoŝ mēt'ies	eŷe'wa ter

Lesson 147.

squēak	bēa'eon	ea reer'	mērgē
spēar	wēak'en	a sleep'	gērm
strēain	ēa'sel	a greed'	spērm
hēave	trēa'son	de eree'	sērgē
çēase	sēa'man	re pēnt'	ēarth'ly
erēase	dēa'eon	re flēet'	ēar'nest
drēamş	trēa'ty	de tēet'	lēarn'ing
chēap	chēat'ing	in spēet'	sērv'ants
greet	free'dom	ex pēnsē'	pēr'sonş
breeze	free'man	in stēad'	pēr'fūme
kneel	ēi'ther	out sprēad'	re şērvē'

Lesson 148.

ARTICLES IN A GROCERY.

flour	spī'çes	bā'eon	çin'nà mōn
mēal	gīn'ger	oys'terş	mo lās'ses
fruits	pēp'per	būt'ter	vīn'e gār
elōves	eān'dles	pīe'kleş	chōe'o late
tēas	rāi'sinş	sīr'up	vēg'e tā bleş
stārch	blū'ing	eātch'up	hōm'i ny

Lesson 149.

DICTATION REVIEW.—The carpenter uses a chisel and an auger. The mason uses a trowel and a hammer. The deacon's daughter lost her scissors. There is poison in the vial and perfumery in the bottle. To succeed, one must be in earnest. The pauper is kept at the expense of the city. The seaman bought molasses and raisins. You have cause to reflect.

## Lesson 150.

sting	rid'dle	erit'ie	string'y
mists	jin'gle	bit'ters	guilt'y
pinch	wrin'kle	thith'er	liq'uid (wid)
stitch	trin'ket	in'fant	shim'mer
elinch	build'er	dis'tance	skim'mer
eliff	pill'lar	in'stant	skill'ful
thrill	flim'sy	splin'ter	will'ful
shrill	mim'ie	kitch'en	sie'kle
limbs	erim'son	blis'ter	gig'gle
midst	gis'tern	fil'bert	wrig'gle
winks	cin'der	vil'lage	fie'kle

Copy above, marking vowels in accented syllables.

## Lesson 151.

## NAMES OF FLOWERS.

pinks	erō'eus	vī'o lēt	ā nēm'o ne
dāi'sy	eow'slip	snōw'drōp	hōn'ey sūe kle
pān'sy	ās'ter	prīm'rōse	dān'de lī ōn
pōp'py	blūe'bēll	dāf'fo dīl	mōrn'ing-glō ry
tū'lip	wōod'bīne	būt'ter eūp	sūn'flow er

## Lesson 152.

Long **i**, and **i** before **r** in accented syllable.

sigh	ci'der	in eline'	firm'ly
nigh	fi'ber	re side'	thirst'y
rind	tri'al	re tire'	skir'mish
spied	ri'val	eom bine'	skirt'ing
guide	eli'ent	pro vide'	girl'ish
smite	eri'er	de file'	sir'loin

Lesson 153.

blōat	flōck	eōr'al	bōth'er
ghōst	erōck	yōn'der	ōf'fice
swōrd	stōck	sōl'ēmn	nōd'ding
hōarse	blōck	blōs'sōm	ōb'jeet
knōwn	sōlve	prōb'lem	hōn'ōrș
flōwn	dōd'ge	prōs'per	eōb'bler
rōgue	lōd'ge	eōn'vent	eōt'tā'ge
pōured	blōtch	eōn'stant	bōnd'ā'ge
eōach	blōnd	eōn'duet	nōn'sense
lōathe	grōwth	eōn'vērt	ōn'wārd

Lesson 154.

ARTICLES OF FURNITURE.

châirș	bēd'stēad	quīlts	mīr'rōr
stōolș	bōok'eāse	pīl'lōw	brāck'et
lounge	wārd'rōbe	bōl'ster	fēnd'er
set tee'	wāsh'stānd	māt'tress	eūr'tainș
eār'pets	bū'reau (rō)	eush'ion	ōt'to man

Lesson 155.

DICTATION REVIEW. — The daisy and the poppy close at night. An aster has the shape of a star. The crocus and the cowslip bloom early in the spring. The buttercup and the dandelion grow in the fields. Water is a liquid. The guide had traveled a long distance. This witness proved that my client was not guilty. The farmer is skillful in the use of a sickle. Did you solve the problem? The cobbler lives in a cottage in the village. The cushion is on the lounge. There is a mirror on the bureau.



## Lesson 156.

Sound of short **ũ** in accented syllable.

elũng	eũd'dle	mũt'ter	dôth
pũch	mũd'dle	sũl'try	blôod
strũck	doũ'ble	elũm'sy	flôod
shrũbŝ	hũs'tle	shũt'ter	dôz'en
trũsts	hũn'gry	stũt'ter	môn'keỹ
dũmb	hũŝ'band	sũb'stance	eov'ert
erũmb	eũn'ning	jũdg'ment	nôth'ing
toũch	eoũŝ'in	seũlp'tôr	wôn'der
bũdge	eoũr'age	dũmp'ling	smôth'er

## Lesson 157.

## NAMES OF MEASURES.

ĩch	chāin	gĩll	gāl'lôn
fôot	ā'ere	pĩnt	bush'el
yārd	sēe'tion	quart	hōgŝ'hēad
pērch	lēague	pēck	sēe'ond
mīle	fāth'ôm	ounce	mĩn'ute (it)

## Lesson 158.

Long sound of **ũ**, and sound of **u** before **r**.

pew (pũ)	dũ'lỹ	stũ'dent	sũr'fāce
few	sũ'et	stũ'pôr	pũr'pôse
mew	mũ'ŝie	ũse'less	pũr'chase
newŝ	flũ'id	plũm'age	mũr'der
elew	flũ'ent	jũi'çỹ	bũrn'ing
view	stũ'pid	pro dũce'	chũrl'ish
stew	neũ'ter	sub dũe'	chũrch'yārd
knew	beaũ'ty	re bũke'	nũrs'er y

Lesson 159.

This lesson, and several others, contain pairs of words alike in pronunciation, but differing in spelling and meaning; these words, called *hōm'o phōnes*, should receive special attention.

{ <i>āte</i> , <i>did eat</i> .	{ <i>māde</i> , <i>finished</i> .
{ <i>eight</i> , <i>a number</i> .	{ <i>māid</i> , <i>a girl</i> .
{ <i>bāse</i> , <i>low ; mean</i> .	{ <i>prāy</i> , <i>to beseech</i> .
{ <i>bāss</i> , <i>a part in music</i> .	{ <i>prey</i> , <i>plunder</i> .
{ <i>grāte</i> , <i>a fireplace</i> .	{ <i>sāle</i> , <i>a selling</i> .
{ <i>greāt</i> , <i>large ; grand</i> .	{ <i>sāil</i> , <i>of a ship</i> .
{ <i>hāle</i> , <i>strong ; healthy</i> .	{ <i>tāle</i> , <i>a story</i> .
{ <i>hāil</i> , <i>frozen rain</i> .	{ <i>tāil</i> , <i>of an animal</i> .

Lesson 160.

EXERCISE ON HOMOPHONES. — We *ate* breakfast before *eight* o'clock. The deserter was a *base* coward. Some members of the chorus *sang bass*. "Great oaks from little acorns grow." Make a fire in the *grate*.

After the rain there came a shower of *hail*.

Grandfather was a *hale* old gentleman.

DIRECTION. — Use other homophones above in *original* sentences.

Lesson 161.

Sound of  $\bar{o}o = \bar{o} = \bar{u}$ .

trōop	grōom	tour'ist	truth
drōop	spōol	out dō'	strew
stōop	glōom	un eōuth'	bruised
prōof	brōom	im prové'	tru'ant
rōost	seōop	be hōōve'	ru'mōr
lōose	swōon	sā lōon'	rudely
bōom	brōod	un lōose'	ru'ins

## Lesson 162.

Sound of the diphthong **ow** = **ou**; **oi** = **oy**.

howl	doubt	show'er	boil'er
prowl	ground	eow'ard	joint'ed
drown	stout	pow'der	mois'ten
gown	sprout	down'east	loi'ter
erowd	bough	eoun'ter	voy'age
drowse	slough	foun'tain	loy'al

## Lesson 163.

bēat, <i>to strike.</i>	pēace, <i>quiet ; rest.</i>
beet, <i>a vegetable.</i>	piēce, <i>a part ; a bit.</i>
deer, <i>an animal.</i>	reed, <i>a plant.</i>
dēar, <i>beloved.</i>	rēad, <i>to peruse.</i>
flee, <i>to run away.</i>	sēa, <i>the ocean.</i>
flēa, <i>an insect.</i>	see, <i>to view.</i>
hēar, <i>to listen.</i>	seem, <i>to appear.</i>
hēre, <i>in this place.</i>	sēam, <i>a line in sewing.</i>
meet, <i>to come together.</i>	steel, <i>refined iron.</i>
mēat, <i>animal food.</i>	stēal, <i>to rob.</i>

Require pupils to use the words of this, and similar lessons, in original sentences.

## Lesson 164.

Sound of short Italian **à** in last syllable.

ē'ra	gā'la	ī dē'à	pī āz'zà
sō'dà	pū'mà	ē nīg'mà	ver bē'nà
sō'fà	ěx'trà	go rīl'la	fô'r'mu là
lă'vâ	pôl'kà	ve răn'dà	ehôl'er à
mī'eà	eôm'mà	à rō'mà	sīl'i eà
dră'mà	mā'nī à	něb'ù là	plěth'o rà

Lesson 165.

NAMES OF FISHES.

shăd	chŭb	mŭl'let	pĭck'er el
eel	sprăt	sŭck'er	măck'er el
pĭke	smĕlt	sălm'òn	hĕr'ring
eărp	eăt'fish	mĭn'nôw	săr'dine
băss	sŭn'fish	stŭr'gĕon	floun'der
pĕrch	swôrd'fish	hăd'dock	gŭd'g'eon

Lesson 166.

Final **tion** pronounced like **shŭn**.

mō'tion	ad dĭ'tion	at tĕn'tion
nō'tion	am bĭ'tion	eol lĕe'tion
nā'tion	po sĭ'tion	eon vĕn'tion
ăe'tion	eon dĭ'tion	dĭ rĕe'tion
mĕn'tion	af flĭe'tion	dis erĕ'tion
stā'tion	de serĭp'tion	ex ċĕp'tion
pŏr'tion	pre dĭe'tion	lo eā'tion
rā'tion	re strĭe'tion	re lā'tion

Lesson 167.

PRONOUNCING EXERCISE. — *Pronounce words ending in à with care ; do not substitute the sound of ĕr.*

*Tapiocà* is used in some puddings. *Alpaca* is a kind of cloth. Hannah studies *algebrà*. A word is the sign of an *ideà*. *Indianà* and *Iowà* are important states. *Dianà* is the goddess of hunting. *Indià* is in the southern part of *Asià*. The *bananà* grows in warm countries. The boat generally used in Venice is called a *gondolà*.

## Lesson 168.

**Ci** and **si** with the sound of **sh**.

vĩ'ciouš	věr'siòn	ex-eûr'siòn	sus pĩ'ciòn
grā'ciouš	mĩs'siòn	à věr'siòn	of fĩ'ciouš
pre'ciouš	pās'siòn	ex pān'siòn	suf fĩ'cient
spē'ciouš	sō'cial	im mēr'siòn	dē fĩ'cient
lūs'ciouš	spě'cial	as pēr'siòn	pro fĩ'cient

## Lesson 169.

**NAMES OF MUSICAL INSTRUMENTS.**

fife	eôr'net	băn'jo	me lō'de òn
drũm	bũ'gle	guĩ tār'	e-lă'rĩ nět
lũte	trũmp'ět	vĩ o lĩn'	ae-eôr'dĩ òn
hărp	çym'balș	pĩ ân'ô	băss'vĩ òl
lȳre	ôr'gan	băg'pĩpe	kět'tle drũm

## Lesson 170.

Pupils should use these words in original sentences.

e-lĩme, <i>climate ; country.</i>	quĩre, <i>twenty-four sheets.</i>
e-lĩmb, <i>to mount up.</i>	e-hoir, <i>a band of singers.</i>
dĩe, <i>to cease to live.</i>	rȳe, <i>a kind of grain.</i>
dȳe, <i>to color.</i>	wrȳ, <i>crooked ; distorted.</i>
ĩsle, <i>a small island.</i>	sĩze, <i>bulk ; bigness.</i>
aĩsle, <i>a passage.</i>	sĩghș, <i>grieves ; laments.</i>
lĩe, <i>a falsehood.</i>	slĩght, <i>to neglect.</i>
lȳe, <i>alkaline liquid.</i>	slēĩght, <i>an artful trick.</i>
mĩte, <i>a small object.</i>	stĩle, <i>steps over a fence.</i>
mĩght, <i>power ; ability.</i>	stȳle, <i>manner ; diction.</i>
nĩght, <i>darkness.</i>	tĩme, <i>a season ; period.</i>
knĩght, <i>title of honor.</i>	thȳme, <i>a garden plant.</i>

Lesson 171.

DAYS AND MONTHS AND THEIR ABBREVIATIONS.

Sŭn'dăy,	Sun.	Mărch,	Mar.
Mòn'dăy,	Mon.	Ā'prīl,	Apr.
Tŭeș'dăy,	Tues.	Jŭ lŷ',	Jul.
Wědneș'dăy,	Wed.	Āu'gust,	Aug.
Thŭrș'dăy,	Thurs	Sep tēm'ber,	Sept.
Frī'dăy,	Fri.	Oe tō'ber,	Oct.
Săt'ur dăy,	Sat.	No vēm'ber,	Nov.
Jăn'ŭ a ry,	Jan.	De çēm'ber,	Dec.
Fěb'ru a ry,	Feb.	Ĉhrīst'mas,	Xmas.

Lesson 172.

The sound of **a** in the unaccented syllables of this lesson is **ă** somewhat obscure.

vō'eal	mör'al	băl'lad	běd'lam
lō'eal	môr'tal	băl'last	măd'am
tō'tal	měd'al	těn'ant	seăn'dal
flō'ral	měn'tal	eôn'stant	dîș'mal
pōst'al	çěn'tral	dîs'tant	băr'rack

Lesson 173.

Copy and memorize this rhyme :

“Thirty days have September,  
 April, June, and November;  
 All the rest have thirty-one  
 Excepting February alone,  
 To which we twenty-eight assign  
 Till leap year gives it twenty-nine.”

## Lesson 174.

Words in which the sound of **ô** in the unaccented syllable = **ũ**.

rĩ'ôt	tăl'ôn	dē'môn	věn'ôm
pĩ'lôt	drăg'ôn	eō'lôn	eūs'tôm
pĩv'ôt	flăg'ôn	erăy'ôn	răn'sôm
bĩg'ôt	fěl'ôn	sĩ'phôn	sũm'môn
hăv'õe	měl'ôn	çĩt'rôn	sěr'môn
pĩs'tol	pĩs'tôn	mă'trôn	bĩsh'op

## Lesson 175.

## TITLES AND THEIR ABBREVIATIONS.

Mĩs'ter,	Mr.	Pro fěss'ôr,	Prof.
Mĩs'tress,	Mrs.	Dõe'tôr,	Dr.
Gẽn'tle men,	Messrs.	Çăp'tain,	Capt.
Es quĩrė',	Esq.	Mă'jôr,	Maj.
Hôn'ôr a ble,	Hon.	Çolo'nel (kũr'),	Col.
Rěv'er end,	Rev.	Gẽn'er al,	Gen.

## Lesson 176.

Use these homophones in appropriate sentences.

bĩn, a place for grain, etc.	lỹnx, a wild animal.
been, participle of be.	lĩnks, of a chain.
gĩlt, gilding.	lĩmb, an arm or leg.
guĩlt, crime; sin.	lĩmn, to paint or sketch.
hĩm, that man or boy.	nĩt, an insect's egg.
hỹmn, a sacred song.	knĩt, to form or join.
ĩn, within; present.	prĩm'mer, more prim.
ĩnn, a public house.	prĩm'er, a child's book.
kĩll, to take away life.	rĩng, to sound.
kĩln, an oven or furnace.	wrĩng, to twist.



Lesson 177.

Final **or**, representing a sound like that of **ēr** in **ev'ēr**.

är'dör	au'thōr	sā'vōr	vīš'it ōr
ān'ehor	hōr'ror	vīe'tor	ōr'a tor
elān'gor	āe'tor	flā'vor	mōn'i tor
är'bor	trāi'tor	jū'ror	ān'ces tor
rīg'or	hār'bor	ēr'ror	im pōs'tor

Lesson 178.

Final syllables in first three columns composed of consonant sounds united by voice glide.

ām'ple	kīn'dle	trīe'kle	rēb'el
eāe'kle	būe'kle	erūm'ple	nīck'el
dāz'zle	mūz'zle	trām'ple	mōd'el
fee'ble	pūz'zle	erūm'ble	nōv'el
fōn'dle	sīm'ple	spīn'dle	tūn'nēl
sēt'tle	brīt'tle	shūf'fle	gōs'pēl
sām'ple	būn'gle	seūt'tle	tās'sel
dīm'ple	dān'gle	prāt'tle	sōr'rēl
rāt'tle	strūg'gle	eoū'ple	tīn'sēl

Lesson 179.

ABBREVIATIONS ILLUSTRATED. — Mr. and Mrs. Harvey F. Smith, 98 Adams St., City. The writings of Dr. Oliver Wendell Holmes are full of humor. Prof. Henry W. Longfellow, the famous author, was born in Portland, Me., in 1807. Capt. John Smith explored Virginia in 1607. Gen. George Washington was commander of the American forces during the Revolutionary War. Hon. Thomas B. Reed was Speaker of the House of Representatives.

## Lesson 180.

## WORDS OF SIMILAR MEANING.

bärd	pō'et	ex pērt'	dēx'ter oūs
bōon	fā'vōr	ex āet'	āe'eu rate
bālm	oint'ment	ex trēme'	out'er mōst
blithe	mēr'ry	eul'prit	erim'i nal
briēf	eon ġise'	de sign'	in tēn'tion
bāne	poi'son	dī vīne'	hēav'en ly
chīde	re būke'	diş ēaşe'	māl'a dy
dēll	vāl'leŷ	fēr'tile	pro dūe'tive

## Lesson 181.

eōarse, <i>not fine.</i>	mōan, <i>to lament.</i>
eōurse, <i>a track; a way.</i>	mōwn, <i>cut down.</i>
grōan, <i>a moaning sound.</i>	mōte, <i>a particle of dust.</i>
grōwn, <i>increased.</i>	mōat, <i>a ditch.</i>
hōle, <i>a hollow place.</i>	rōad, <i>a way.</i>
whōle, <i>all; entire.</i>	rōde, <i>did ride.</i>
lōne, <i>solitary.</i>	sōre, <i>painful.</i>
lōan, <i>a thing lent.</i>	sōar, <i>to fly aloft.</i>

## Lesson 182.

Sound of **ă** in last syllables almost like **ě**.

prēf'āċe	pōst'āċe	drāin'āċe	ōb'dū rāte
elī'mate	pās'sāċe	fō'li āċe	fōr'tū nate
pī'rate	pāck'āċe	āv'er āċe	dēs'per ate
sēn'ate	rāv'āċe	mū'ċi lāċe	ōb'sti nate
tēr'raċe	sau'sāċe	ad vān'tāċe	prōf'li gate
sōl'āċe	eoin'āċe	dis eoūr'āċe	tēm'per ate
sūr'faċe	hōm'āċe	en eoūr'āċe	mōd'er ate

Lesson 183.

The sound of **e** before **nt**, in unaccented syllables, is obscure **ě**.

ěv'i dent	a bāte'ment	vī'o lent
ěm'i nent	ad jā'cent	lē'ni ent
ěx'cel lent	eom plā'cent	ôr'nà ment
rěg'i ment	ex ċite'ment	īm'mi nent
in'ċi dent	a pārt'ment	nū'tri ment
in'stru ment	ap pâr'ent	pěr'mā nent
mōn'ū ment	trans pâr'ent	ad hēr'ent
měr'ri ment	per sĭst'ent	re šent'ment

Lesson 184.

blūe, <i>a color.</i>	dŭn, <i>a dark color.</i>
blew, <i>did blow.</i>	dōne, <i>finished. [religion.</i>
dūe, <i>owing.</i>	nŭn, <i>a woman devoted to</i>
dew, <i>moisture.</i>	nōne, <i>not any.</i>
flūe, <i>passage for smoke.</i>	rŭng, <i>did ring.</i>
flew, <i>did fly.</i>	wrŭng, <i>twisted.</i>
new (nū), <i>fresh.</i>	skŭll, <i>part of the head.</i>
knew, <i>did know.</i>	seŭll, <i>a small boat.</i>

Lesson 185.

Use words of similar meaning instead of those in italics below :

Shakespeare is called "the *bard* of Avon."

"Every good *gift* and every perfect *boon* is from above."

The bird sang a *merry* song. The lawyer made a *brief* but *exact* statement of the case. The prairies of Illinois are very *productive*. Practice made the officer an *expert* swordsman. The policeman arrested the *culprit* and brought him before the judge.

## Lesson 186.

The sound of **a** before **nt**, in unaccented syllables, is obscure **â**.

pěaș'ant	rā'dī ant	a būn'dant
war'rant	ăr'ro gant	at tēnd'ant
în'stant	ăp'pli eant	dis eôrd'ant
vā'grant	stīm'û lant	in dīg'nant
stăg'nant	ěl'e gant	tri ūm'phant
rēm'nant	ēm'i grant	lieu tēn'ant

## Lesson 187.

## ADJECTIVES OF SIMILAR MEANING.

săd	pāin'ful	griēv'oūs	lăv'ish	pro fūse'
stīll	se rēne'	quī'et	ru'ral	rūs'tie
făr	re mōte'	fōr'eign	ēld'est	ōld'est
wīșe	pru'dent	dis ereet'	lē'gal	law'ful
fīt	prōp'er	dē'cent	gōr'y	blōod'y
true	hōn'est	sin ċere'	dīș'mal	glōom'y
whōle	en tīre'	tō'tal	stûr'dy	hār'dy
dūll	tōr'pid	be nūmbed'	wan'ton	spōrt'ive

## Lesson 188.

## COMMERCIAL TERMS AND ABBREVIATIONS.

Dēbt'ōr,	Dr.	Re ċeived',	Recd.
Crēd'it ōr,	Cr.	Pāy'ment,	Payt.
Ae eount',	Acct.	Mēr'chan dīșe,	Mdse.
Băl'ance,	Bal.	Dīt'tō (the same),	Do.
A mount',	Amt.	În'ter est,	Int.
Com'pany,	Co.	Dis'eount,	Disct.

C.O.D., Căsh (or Col lēet') on De līv'er y.  
Pēr ċent., By the hūn'dred.

Lesson 189.

âir, <i>the atmosphere.</i>	pâre, <i>to cut off.</i>
êre, <i>before.</i>	pâir, <i>two of a kind.</i>
hêir, <i>one who inherits.</i>	peâr, <i>a fruit.</i>
bâre, <i>naked ; mere.</i>	stâre, <i>to look earnestly.</i>
beâr, <i>an animal.</i>	stâir, <i>a step.</i>
fâre, <i>price of passage.</i>	thêir, <i>belonging to them.</i>
fâir, <i>pure ; clear.</i>	thêre, <i>in that place.</i>
hâre, <i>an animal.</i>	wâre, <i>goods ; merchandise.</i>
hâir, <i>of the head.</i>	weâr, <i>to waste by use.</i>

Lesson 190.

Spell the adjectives from which these adverbs are derived.

brîsk'ly	răp'id ly	nîçe'ly	pre cîse'ly
sōre'ly	griēv'ous ly	smōōth'ly	se rēne'ly
striet'ly	ex āet'ly	hūm'bl'y	mōd'est ly
eālm'ly	quīet ly	rîght'ly	eor rēet'ly
vāst'ly	im mēnse'ly	whōl'ly	en tîre'ly
lāst'ly	fī'nal ly	mēan'ly	ig nō'bly
hōarse'ly	hūs'kily	quîck'ly	speed'ily
warm'ly	fēr'vent ly	sād'ly	mōurn'ful ly
prōmpt'ly	rēad'ily	jūst'ly	wor'thi ly

Lesson 191.

Substitute other words for those in italics below :

It was a dark, *dismal* day. This answer is *exactly right*. The steppes of Russia are *vast* plains. The debt was *wholly* paid. Edwin was the *oldest* son.

“Slowly and *sadly* we laid him down,  
From the field of his fame fresh and *gory*.”

—WOLFE.

## Lesson 192.

Note and utter the sounds of **a** in accented syllables.

jăck'et	ăn'gěl	ăr'mŷ	stăg'gěr
lăn'cet	wă'fer	ărt'ist	shăt'ter
păn'ie	wăil'ing	văr'nish	plăt'ter
plăn'et	păl'ingsŷ	hăr'vest	lăn'tern
hăp'pen	stăte'ment	eăr'bön	păs'sive
găr'ret	ăl'ter	găr'ment	lăt'tice
dăm'sel	eăl'drön	măs'ter	ăb'sence
stănd'ărd	eău'tion	glănç'ing	chăl'lenge

## Lesson 193.

## VERBS OF SIMILAR MEANING.

grōw	en lărg'e	in erēase'	re plŷ'	re spönd'
feed	nour'ish	nūr'ture	hū'mör	in dŷlg'e
check	hîn'der	pre vënt'	pro çeed'	ad vance'
bound	līm'it	re striet'	sur päss'	ex çeed'
mŷse	stŷd'y	pön'der	re vöke'	re eall'
doubt	sus pět'	mis trŷst'	re störe'	re plăçe'
warn	in fôm'	ap prîse'	or dăin'	ap point'
think	sup pōşe'	pre şŷme'	as sêrt'	măin tăin'

## Lesson 194.

ăddş, *joins to.*  
 ădz, *a carpenter's tool.*  
 băd, *not good.*  
 băde, *commanded.*  
 eăn'ön, *a law ; a rule.*  
 eăn'nön, *a great gun.*

eăn'vas, *a coarse cloth.*  
 eăn'vass, *to solicit votes.*  
 măn'tle, *a cloak.* [*place.*  
 măn'tel, *shelf over a fire-*  
 păl'lêt, *a small bed.*  
 păl'âte, *roof of the mouth.*

Pupils should use each of these words in a sentence.

Lesson 195.

Various sounds of **e** under the accent.

tēm'per	re trēat'	ēm'bers	ěrr'ing
tēm'pest	eon ġeal'	běl'lōw	vēr'diet
tēmt'ed	ex ġempt'	lēath'er	yēarn'ing
frēsh'et	in vēst'	prēs'enġe	ēarth'wārd
fēt'ter	e lēet'	nēi'ther	sū pērb'
scēp'ter	ex ġeśś'	lēi'sūre	in fēr'
wēl'eōme	dis trēśś'	lē-e'tūre	ob šerve'
rēp'tile	de scēnt'	trēaś'ūre	dis pērsē'

Lesson 196.

COMMON ABBREVIATIONS.

Fōre'nōon,	A.M.	Ģoun'ty	Co.
Āft'er nōon,	P.M.	Ān'swer,	Ans.
lāst mōnth,	ult.	Pōst'seript,	P.S.
this mōnth,	inst.	Mān'ū seript,	MS.
nēxt mōnth,	prox.	Vōl'ūme,	Vol.
Rāil'rōad,	R.R.	Nūm'ber,	No.
Pōst Ōffīġe,	P.O.	Moun'tain,	Mt.
Tāke nō'tīġe,	N.B.	Ex ġām'ple,	Ex.

Lesson 197.

DICTATION REVIEW.

DEAR TEACHER: You requested us this A.M., to write you some sentences containing abbreviations. I will drop this MS. into the P.O., on the 27th inst., and hope you will have received it by the 1st prox. Smith & Co. do a large business and send Mdse. to all parts of the country. In our town, we have Dr. Lee, Prof. Jones, and Capt. Mack. I come into the city every day on the R.R.

P.S. I think this is a good exercise.



## Lesson 198.

## NOUNS OF SIMILAR MEANING.

thēme	sūb'jeet	trick	strāt'ā gem
newz (nūz)	tī'dings	trūst	eōn'fi dençe
guīse	mān'ner	lēave	per mīs'siōn
view	prōs'peet	sīght	spē'e'tā ele
sīre	fā'ther	out'set	be gīn'ning
sōrt	spē'ciēs (shēz)	es tātē'	prōp'er ty
fōrm	fāsh'ion	spē'ciōūs	plau'sī ble
frīght	dis māy'	plau'dits	ap plau'se'

## Lesson 199.

all, <i>the whole.</i>	eausz, <i>cries of a crow.</i>
awl, <i>a pointed tool.</i>	eause, <i>a reason.</i>
aught, <i>anything.</i>	hall, <i>a large room.</i>
ought, <i>should.</i>	haul, <i>to pull.</i>
ball, <i>a round body.</i>	pawz, <i>plural of paw.</i>
bawl, <i>to cry out.</i>	pause, <i>a stop.</i>
clawz, <i>talons.</i>	quarts, <i>plural of quart.</i>
clause, <i>part of a sentence.</i>	quartz, <i>a mineral.</i>

## Lesson 200.

## ADJECTIVES OF SIMILAR MEANING (SYNONYMS).

frānk	eān'did	hūge	gi gān'tie
dārk	glōom'y	bōld	he rō'ie
lāte	rē'cent	elēar	mān'ī fest
lōne	sīn'gle	bālē'ful	sōr'rōw ful
fīrm	stēad'fāst	hārm'less	īn'no cent
ex āet'	pre çise'	mōurn'ful	plāin'tive
wīst'ful	wīsh'ful	eom plēte'	thōr'ough

Lesson 201.

Note the sounds of **i** in accented syllables.

dĭn	rĭng'let	sĭ'lence	fĭ'ēr ỹ
flĭt	twĭt'ter	sci'ence	rĭck'et y
skĭff	quĭt'ted	slĭm'y	lĭb'er ty
prĭnt	prĭn'cess	mĭd'nĭght	ĭn'fan ȳ
frĭnge	glĭs'tened	af frĭght'	sĭg'nĭ fỹ
chĭme	ĭn'stin-et	be stĭr'	erĭm'ĭ nal
strĭde	mĭs'chief	ȳĭr'ewit	ĭn'ter view
mĭrth	wĭtch'erāft	whĭrl'pōl	lĭ'brā rỹ

Lesson 202.

bĕll, <i>for ringing.</i>	lĕd, <i>guided.</i>
bĕlle, <i>a gay young lady.</i>	lĕad, <i>a soft metal.</i>
bĕr'ry, <i>a small fruit.</i>	lĕss'en, <i>to make less.</i>
bur'y, <i>to inter.</i>	lĕs'son, <i>a task.</i>
brĕd, <i>brought up.</i>	rĕst, <i>repose ; ease.</i>
brĕad, <i>a kind of food.</i>	wrĕst, <i>to take by force.</i>
guĕst, <i>a visitor.</i>	sĕll, <i>to vend ; dispose of.</i>
guĕssed(t), <i>did guess.</i>	ȳĕll, <i>a small room.</i>

Lesson 203.

EXERCISE ON HOMOPHONES. — “Hear the sledges with the *bells*.” — POE. Who were the *belles* of the party?

The landlord assigned a room to each *guest*. Who *guessed* the riddle?

Coffee is the *berry* of an evergreen tree.

“Trust no Future, howe'er pleasant !

Let the dead Past *bury* its dead !

Act, — act in the living Present.”

— LONGFELLOW.

## Lesson 204.

Note the sounds of **o** in accented syllables.

dōze	tōé'sin	ō'val	e mō'tion
gōre	tōr'rent	en rōll'	de vō'tion
grōss	hōl'lōw	un knōwn'	ex pō'ssure
prōse	prōç'ess	ôr'phan	pro pōr'tion
brōnzed	prōg'ress	môr'sel	pōp'û lār
rōamed	nōs'tril	stôrm'y	pōs'i tive
strōlled	fōr'age	fōr lôrn'	prōv'i dençe
seōffed(t)	hōs'tage	re môrse'	eōl'o nÿ

## Lesson 205.

## SYNONYMOUS VERBS.

hång	sus pënd'	tôr'tûre	tôr mënt'
vêrge	ap prōach'	be mōan'	la mënt'
striþ	de spoil'	eon vînce'	per suāde'
draw	de rîve'	de elîne'	re fûse'
ûrge	in pël'	gōs'sip	tât'tle
elōthe	in vēst'	mën'āçe	thrēat'en
sēize	grăp'ple	pûr sūe'	fōl'lōw
drive	pro pël'	wôr'ry	trou'ble

## Lesson 206.

āle, a kind of liquor.

āil, to be sick.

fāint, weak ; languid.

feint, a false show.

fāin, gladly.

fāne, a temple.

feign, to pretend.

grāt'er, a scraper.

greāt'er, larger.

gāte, an entrance.

gāit, manner of walking.

rāin, water from clouds.

rein, part of a bridle.

reign, to rule.

Lesson 207.

SYNONYMOUS NOUNS.

drëss	ap pār'el	măx'im	pröv'ërb
slöth	lā'zi ness	pröj'eet	de şign'
ënd	tër'mi nūs	do māin'	ëm'pire
pride	văn'i ty	tū'mult	üp'rōar
fāme	re nown'	çhà grīn'	vex ā'tion
spite	măl'ice	shôt'ness	brëv'i ty
sīgn	sīg'nal	grăn'deür	măj'es ty
tȳpe	sȳm'böl	rüb'bish	trümp'er y

Lesson 208.

Note the sounds of **u** in accented syllables.

bülk	düe'at	ex elüde'	ū'nī vërse
shün	rüd'dy	re füte'	pū'ri ty
güşh	elüs'ter	as sūme'	fūr'ni tūre
grünt	sūm'mer	en sūed'	ad jüst'ed
plünge	spüt'ter	fū'tūre	il lūs'trāte
tūrf	tüg'ging	un fūrl'	re lue'tançe
sūrf	fūr'rōw	ūr'gent	en eūm'brançe
fūrze	üp'wārd	sūr'geon	īn tro dūçe'

Lesson 209.

lāne, *a narrow road.*  
lāin, *participle of lie.*  
māle, *name of a sex.*  
māil, *a letter bag ; armor.*  
rāze, *to destroy.*  
rāiše, *to lift.*  
rāys, *of the sun.*

māne, *of a horse.*  
māin, *chief ; principal.*  
stāke, *a post.*  
steāk, *a slice of meat.*  
vāin, *fruitless.*  
vein, *a blood vessel.*  
vāne, *on a steeple.*

## Lesson 210.

hûrt	în'jûred	trȳ	en dĕav'ôr
piĕrce	trans fix'	meet	en eoun'ter
shiĕld	pro tĕet'	joined	eon nĕet'ed
hînt	sug ġĕst'	de bâte'	dis pûte'
thrĭve	floûr'ish	per fôrm'	ĕx'e eûte
prove	vĕr'i fȳ	quĭv'er	trĕm'ble
free	lib'er âte	pà râde'	dis plāy'
plĕase	grât'i fȳ	be tĭde'	hăp'pen

## Lesson 211.

beech, <i>a tree.</i>	peel, <i>a rind or skin.</i>
bĕach, <i>the seashore.</i>	pĕal, <i>a loud sound.</i>
erĕak, <i>to make a noise.</i>	peer, <i>an equal.</i>
erĕek, <i>a small stream.</i>	piĕr, <i>of a bridge.</i>
feet, <i>plural of foot.</i>	seed, <i>a germ.</i>
fĕat, <i>an exploit.</i>	çĕde, <i>to give up.</i> [out.
heel, <i>a part of the foot.</i>	lĕak, <i>to let water in or</i>
hĕal, <i>to cure.</i>	leek, <i>a sort of onion.</i>

## Lesson 212.

DICTATION REVIEW.—The large *beech* threw its shade along the *beach*. On the banks of the *creek*, he heard a *creaking* noise. He performed a wonderful *feat* with his *feet*. His *heel* was bruised, but the ointment *healed* it. The Egyptians worshiped *leeks*. The vessel sprang a *leak*. The orange has a fragrant *peel*. He was startled by the *peal* of bells. He was the *peer* of any in the school. The *pier* was solidly built.

TO TEACHERS.—Pupils should construct original sentences, similar to above, containing the words in Lessons 214, 217, etc.

Lesson 213.

SYNONYMOUS ADJECTIVES.

stěrn	se vēré	ŭp'rīght	e rċet'
pūre	ġen'ū ĩne	cheer'y	līve'ly
fīēŕġe	fū'rī oūs	blēss'ed	hăp'py
bāse	ĩn'fà moūs	sûr'ly	erăb'bed
plūmb	vēr'ti eal	pri'ōr	fôr'mer
grănd	mă jēs'tie	hōr'rid	frīght'ful
vāgue	un sēt'tled	brăwn'y	mūs'eu lăŕ
rouġh (rŭf)	rŭġ'ged	yoŭth'ful	jŭ've nīle

Lesson 214.

seen, <i>viewed ; beheld.</i>	sheer, <i>pure ; unmixed.</i>
sēine, <i>a fishing net.</i>	shēar, <i>to clip.</i>
scēne, <i>a sight ; a view.</i>	tēar, <i>water from the eyes.</i>
seer, <i>a prophet.</i>	tiēr, <i>a rank ; a row.</i>
sēar, <i>to burn ; to wither.</i>	week, <i>seven days.</i>
ġēre, <i>to cover with wax.</i>	wēak, <i>feeble ; infirm.</i>
sees, <i>views ; beholds.</i>	ween, <i>to think.</i>
sēize, <i>to lay hold of.</i>	wēan, <i>to withdraw from.</i>

Lesson 215.

The ending **-ness** means *state of being*.

ġoōd'ness	kīnd'ness	ġlăd'ness	joy'oūs ness
făir'ness	frănk'ness	hīgh'ness	lōft'i ness
sīck'ness	ĩll'ness	mīld'ness	ġen'tle ness
rude'ness	eōarse'ness	săd'ness	ġlōom'i ness
keen'ness	shărp'ness	stīll'ness	quī'et ness
dŭll'ness	blŭnt'ness	sōft'ness	tēn'der ness

Spell the adjectives from which these nouns are derived.

## Lesson 216.

**Ce, ci, si** and **ti**, representing the sound of **sh**.

ō'cean	e mō'tiōn	ēom mīs'siōn
ān'cient	e quā'tiōn	sus pī'cion
au'e'tiōn	pro mō'tiōn	pre eā'u'tiōn
mān'siōn	am bī'tiōūs	dis tīn'e'tiōn
pēn'siōn	for mā'tiōn	ēon serīp'tiōn
pā'tience	mū šī'cian	poš šēs'siōn
pār'tial	pro fēs'siōn	plan tā'tiōn
in ĭ'tial	per mīs'siōn	foun dā'tiōn

## Lesson 217.

bȳ, <i>with ; near.</i>	hīde, <i>to conceal.</i>
buȳ, <i>to purchase.</i>	hīed, <i>went in haste.</i>
hīgh, <i>tall ; lofty.</i>	rīme, <i>hoarfrost.</i>
hīe, <i>to make haste.</i>	rhȳme, <i>verse.</i>
prieš, <i>inquires into.</i>	in dīte', <i>to compose.</i>
prīze, <i>a reward.</i>	in dīct', <i>to accuse.</i>
rīte, <i>a ceremony.</i>	sīte, <i>situation.</i>
wīte, <i>to do writing.</i>	čīte, <i>to summon.</i>
rīght, <i>correct.</i>	sīght, <i>a view.</i>

## Lesson 218.

Substitute synonyms for words in italics below :

This is a specimen of *pure* gold. A *furious* storm swept over the island. This wall is not *plumb*. The *trail* over the mountain was wild and *rough*, but our view from the summit was *grand*. Stand *erect* while reciting. "That *cheery* people are brighter even than sunshine is easily proved." — H. H.



Lesson 219.

Last syllables pronounced **shŭn**.

a dŏp'tion	ere ā'tion	ŏp er ā'tion
e rĕe'tion	eon fĕs'sion	rĕe re ā'tion
as sĕr'tion	im prĕs'sion	ĕx al tā'tion
re flĕe'tion	per ċĕp'tion	sĕp ā rā'tion
ob jĕe'tion	com plĕ'tion	ċir eu lā'tion
per fĕe'tion	de prĕs'sion	pĕr se eū'tion
pro tĕe'tion	trans āe'tion	ād mĭ rā'tion
op prĕs'sion	trans ġrĕs'sion	mĕd i tā'tion

Write the verbs from which these nouns are derived.

Lesson 220.

Note the meaning of the words in each line.

bĭd	ŏf'fer	prŏf'fer	pro pŏs'al
ġift	tāl'ent	pow'er	făe'ul ty
strāin	ĕf'fŏrt	strŭg'gle	ex ĕr'tion
plŭck	eoŭr'age	vāl'ŏr	brāv'er y
pŏmp	dis plāy'	splĕn'dŏr	shōw'i ness
seôrn	dis dāin'	eon ĕmpt'	de rĭ'sion
hŏax	de ċĕit'	hŭm'bŭg	de ċĕp'tion
fŏrċe	vĭġ'ŏr	strĕngth	ĕn'er ġy

Lesson 221.

bŏw, a weapon.  
 beau, a gallant.  
 bŏrne, carried.  
 bŏurn, a bound; limit.  
 brŏach, to make public.  
 brŏoch, an ornament.  
 eŏre, the inner part.  
 eŏrps, a body of troops.

dŏe, a female deer.  
 dŏugh, unbaked paste.  
 fŏrt, a fortress.  
 fŏrte, the strong point.  
 hŏrde, a tribe.  
 hŏard, to collect.  
 nŏŕse, the organ of smell.  
 knŏwŕs, does know.

## Lesson 222.

## SYNONYMOUS NOUNS.

dě fǐ ciěn ǵǻ	want	dě fěet'
as tǒn'ish ment	wón'der	sur prīse'
de lǐv'er anǵe	rěs'eue	re lēase'
in ĩq'ui tǻ (ĩk'wĩ)	erīme	wick'ed ness
těs'ti mǒ ny	prōof	ěv'i denǵe
ra pǐd'i ty	speed	ve lõǵ'i ty
ex pē'ri enǵe	trī'al	ex pěr'i ment
a bǐl'i ty	ăpt'ness	ea păǵ'i ty

## Lesson 223.

ōre, <i>unrefined metal.</i>	brute, <i>a beast.</i>
ōar, <i>to row with.</i>	bruīt, <i>to report.</i>
pōre, <i>a small opening.</i>	chōōse, <i>to select. [teeth.</i>
pōur, <i>to flow ; to issue.</i>	chewș, <i>grinds with the</i>
sōw, <i>to scatter seed.</i>	rōōd, <i>fourth of an acre.</i>
sew, <i>with a needle.</i>	rude, <i>uncivil.</i>
sōle, <i>part of the foot.</i>	rōōt, <i>of a plant.</i>
sōul, <i>the spirit.</i>	route, <i>a road ; a way.</i>

## Lesson 224.

Substitute synonyms for the words in italics below :

The *velocity* of sound in air is about 1090 feet per second. Some trains run at a *high speed*. The *testimony* of one witness *convinced* the jury that the prisoner was guilty. How much did you *offer* for this article ? "A pound of *pluck* is worth a ton of luck."

"The *splendor* falls on castle walls  
And snowy *summits* old in story."

— TENNYSON.

Lesson 225.

The ending **-ous** means *full of ; having.*

pěr'il oūs	re līg'ioūs	in dūs'trī oūs
rīg'ōr oūs	ēn'vi oūs	vie tō'ri oūs
mār'vel oūs	glō'ri oūs	mys tē'ri oūs
pīt'e oūs	vīr'tū oūs	me lō'di oūs
vīg'ōr oūs	out rāgē'oūs	rī dīe'ū loūs
dū'te oūs	elām'ōr oūs	pre šūmp'tū oūs
plēn'te oūs	hū'mōr oūs	sū per stī'tioūs

Write the nouns from which these adjectives are derived.

Lesson 226.

būr'rōw, <i>a rabbit hole.</i>	fûrș, <i>skins.</i>
bōr'ōugh, <i>a corporate town.</i>	fûrze, <i>a thorny shrub.</i>
sūm, <i>the whole.</i>	bow, <i>to bend.</i>
sōme, <i>a part ; a portion.</i>	bough, <i>a branch.</i>
sūn, <i>the source of light.</i>	browș, <i>plural of brow.</i>
sōn, <i>a male child.</i>	browșe, <i>to eat shrubs.</i>
hērd, <i>a drove ; a flock.</i>	foul, <i>not clean.</i>
hēard, <i>did hear.</i>	fowl, <i>a bird.</i>

Lesson 227.

hu mīl'ī tỹ	mōd'es ty	dīf'fi dençe
sa gāç'ity	shrewd'ness	pēn e trā'tion
ea lām'ity	diș'ās'ter	mis fōr'tūne
ae çēs'so ry	a bēt'tōr	ae eōm'plīçe
im pēd'i ment	ōb'sta-ele	hīn'drançe
vī çin'ity	vīç'ī nāgē	neigh'bōr hōōd
pēr se vēr'ançe	eōn'stan çy	per sīst'ençe
pom pōs'ity	bōast'ful ness	ōs ten tā'tion

Pupils should use the above words in sentences.

## Lesson 228.

In all, except the last three words of this lesson, **i = y** consonant; thus *union* is pronounced ūn'yŭn.

ūn'ion	sēn'ior	eon vēn'ient
pīn'ion	jūn'ior	pe eūl'iār
bīl'ion	sāv'ior	eom pān'ion
tril'ion	bril'iant	do mīn'ion
çī vil'ian	o pīn'ion	çe lēs'tial(chal)
gēn'ius	re bēl'ion	quēs'tion(chŭn)
vāl'iant	eom mūn'ion	eōm būs'tion(chŭn)

## Lesson 229.

bāte, to lessen.	nāve, part of a church.
bāit, an allurement.	knāve, a rogue.
brāke, a thicket of shrubs.	pāne, a square of glass.
breāk, to part by force.	pāin, distress; suffering.
dāys, plural of day.	plāne, a carpenter's tool.
dāze, to dazzle.	plāin, clear; even.
gāge, a pledge.	plāte, flat piece of metal.
gāuge, to measure.	plāit, to braid.

## Lesson 230.

Substitute synonyms for words in italics below:

The clown wore a *ridiculous* dress, and his actions excited great *merriment*. Every person in the *neighborhood* was interested in the school. The *valiant* soldiers made a *perilous* march. They overcame every *obstacle* and won a *glorious* victory.

"Ill fares the land, to *hastening* ills a prey,  
Where *wealth accumulates* and men decay."

— GOLDSMITH.

Lesson 231.

slāy, to kill.	jām, a conserve of fruit.
sleigh, a sledge.	jāmb, sidepiece of a door.
wāste, to consume.	lāps, licks as a dog.
wāist, part of the body.	lāpse, to slip ; to slide.
wāit, to stay ; to remain.	rāp, to hit ; to strike.
weight, heaviness.	wrāp, to fold.
wāve, a billow.	tācks, small nails.
wāive, to give up.	tāx, a rate ; a duty.

Lesson 232.

SYNONYMOUS ADJECTIVES.

o rīg'ĩ nal	prīs'tīne	prīm'ĩ tīve
ap prō'přĩ āte	prōp'er	sūit'a ble
ā'mi a ble	lōv'e'ly	lōv'a ble
per pět'ũ al	ěnd'less	un ċēas'ing
sōl'i ta ry	lōne'ly	se elūd'ed
ex trāv'a gant	wāsté'ful	ex ċěss'ive
eon tīn'ũ al	eōn'stant	eon tīn'ũ ous
hā bīt'ũ al	eōm'mon	eūs'tom ā ry

Lesson 233.

SYNONYMS ILLUSTRATED.

This **amiable** woman had two **lovely** daughters ; in disposition they were affectionate and **lovable**.

An **endless** succession of inventors has been **unceasing** in efforts to secure **perpetual** motion.

In a **lonely** valley, **secluded** from his fellow-men, the hermit led a **solitary** life.

The **excessive** love of dress sometimes leads to **extravagant** habits and **wasteful** expenses.

## Lesson 234.

## POLYSYLLABLES.

ăn'nũ al ly	au thõr'i ty	ĩ dẽn'tĩ fy
mõ'men tã ry	de çĩd'ed ly	eom mũ'ni eãte
ăd'mĩ rã blỹ	fru gãl'i ty	çer tĩf'i eãte
ăe'eũ rãte ly	sim pliç'i ty	eol lëet'ive ly
rẽş'o lũte ly	per plëx'i ty	õ ri ẽn'tal
ăn'ĩ mã ted	pãr tĩe'ũ lãr	õe çĩ dẽn'tal
ăd'vo eã ted	eom pãr'i sòn	çen tẽn'ni al
mĩş'er a ble	eom pãr'a tĩve	mõn ù mẽn'tal

## Lesson 235.

Words in which **s** has the sound of **sh**.

sure	in sure'	çẽn'sure	sẽn'su al
sug'ãr	ãs sure'	fĩs'sure	naũ'sẽãte
sure'ty	su'mae	prës'sure	in sur'ançe

Words in which **s** has the sound of **zh**.

plëaş'ũre	vĩş'ion	ad hẽş'ion
in elõ'sũre	ũ'sũ ry	de lũ'sion
eom põ'sũre	dĩ vĩş'ion	ex elũ'sion
dis elõ'sũre	de çĩş'ion	ex plõ'sion
ũ'sũ al	in vã'sion	eol lĩ'sion

## Lesson 236.

WORDS SOMETIMES CONFOUNDED. — Will you *teach* me to write? I will try to *learn*. We *expect* visitors to-morrow. I *suspect* that this bill is a counterfeit.

The *balance* due is twenty dollars. Give me a *receipt* for ten dollars now; I will pay the *remainder* next week. Here is a *recipe* for making plum pudding.

Children *ought* to obey. We *should* speak distinctly.

HOMOPHONES.

Lesson 237.

eāne, *a staff.*  
 Ēāin, *a man's name.*  
 nāy, *no; not.*  
 neigh, *the cry of a horse.*  
 prāys, *entreats.*  
 prāise, *to commend.*  
 lēaf, *part of a plant.*  
 lēf, *willingly; gladly.*  
 lēa, *a meadow.*  
 lee, *opposite the wind.*  
 need, *want; necessity.*  
 knēad, *to work dough.*

Lesson 238.

pēak, *top of a hill.*  
 pique, *spite; displeasure.*  
 mēan, *base; low.*  
 miēn, *air; manner.*  
 fōre, *in front.*  
 fōur, *twice two.*  
 ōde, *a kind of poem.*  
 ōwed, *did owe.*  
 rōte, *mere repetition.*  
 wrōte, *did write.*  
 thrōne, *a chair of state.*  
 thrōwn, *participle of throw.*

Pupils should use each homophone in an original sentence.

Lesson 239.

SYNONYMS ILLUSTRATED.

The true purpose of **education** is to cherish the seed of immortality sown within us.

“By **instruction**, we do learn ourselves to know,  
 And what to man, and what to God we owe.”

She was especially **gifted** in song.

“Be good, sweet maid, and let who will be **clever**;  
 Do noble things, not dream them, all day long.”

“Rose of the desert, thou art to me  
 An **emblem** of stainless purity, **symbol**  
 Of those who, keeping their garments white,  
 Walk on through life with steps aright.”



## Lesson 240.

The words on this page will require care in spelling.

à new'	ap prōach'	ăl'phà bet
be dew'	ae quāint'	ăv'e nūeș
děl'ûge	eon dēm'n'	fā'vor îte
hēav'en	as sault'	hēr'o îșm
eoūn'try	ap plause'	ěx'qui șite
eōl'lege	as eribe'	ěl'o quence
fig'ure	of fense'	eāt'a lōgue
ghast'ly	al thōugh'	ăe knōwl'edge

## Lesson 241.

bār'gain(gěn)	en wrāpped'(t)	ap prēn'tiçe
blū'ness	in tēred'	de pār'tûre
glā'cier(shēr)	per çēived'	en dēav'ôr
mūr'raîn	dis mīssed'(t)	in dēbt'ed
läunched(t)	buf fōon'	dis heärt'en
gnärled	frīend'ship	mÿr'i ad
fraught	prăe'tiçed(t)	sÿm'pa thÿ
huz ză'	frōn'tiēr	gōv'ern ment

## Lesson 242.

## SYNONYMS ILLUSTRATED.

The boy **acknowledged** his fault, and the prisoner **confessed** the crime.

"If at first you don't succeed,

**Try, try, again!**"

I will **endeavor** to do my duty.

"I come to **bury** Cæsar, not to praise him.

The evil that men do lives after them;

The good is oft **interred** with their bones."

SHAKESPEARE.

Lesson 243.

WORDS DIFFICULT TO SPELL.

griēf	heīght	wēalth'ŷ	erēv'ice
briēf	freīght	pēo'ple	sērv'ice
fiēld	sēize	slōp'ing	çēl'ēr ŷ
piēce	ēi'ther	slōp'pŷ	sēp'ā rāte
chiēf	bē liēve'	wōol'ly	grā'ciōus
yiēld	rē çēive'	goug'ing	bē eause
friēnd	fōr'eign	wom'an	bīs'euīt
griēve	çēil'ing	wom'en (wīm')	çir'euīt

Lesson 244.

WORDS OFTEN MISPRONOUNCED.

ēlm	ā'gūe	ā erōss'	ē lēv'en
jūst	ā lārm'	dīs'ease	pōp'ū lār
joists	āl'mōnd	chīm'neŷ	rēg'ū lār
āets	bēl'lōws	eāp'tain	sīn'gū lār
eātch	gāl'lōws	moun'tain	ā gain' (gēn')
shōne	wōrst'ēd	war'riōr (yēr)	buoy (bwoi)

Lesson 245.

SYNONYMS ILLUSTRATED.

The **skillful** mechanic is **dexterous** in handling his tools.

**Sickness** spread in the camp, and proved deadlier than the sword. The **disease** was contagious.

**Foreigners** cease to be **aliens** when they become citizens of a country.

“Your **pardon** I implore.”

“To err is human, to **forgive**, divine.”

## Lesson 246.

## TEST IN SPELLING.

sieve	eà noé'	brěak'fast	eăl'en dăr
sēarch	e-ol'umn	hĩc'cough	păr'al lěl
thiēf	bū'reau (rô)	stom'aeh	trăv'el er
ske <u>i</u> n	bou quet'	gôr'geous	pĩt'ĩ ful
priēst	tũ reen'	joũr'neỹ	fôr'feit ěd
sle <u>i</u> gh	pud'ding	joy'ous	lěi'sũre ly
once	măt'tress	ănx'ious	sē'erē çỹ
e-ough	au'tumn	pěr suade'	ěe'stă sỹ
dough	rě'gion	pũr'pose	erĩt'ĩ çĩse
slough	sũl'phũr	pũr sũit'	ěm'phă size
tongue	sol'dier	spĩn'ach	vĩș'ĩ ble
bus'y	ě noũgh'	lět'tuce	săl'ă ble

## Lesson 247.

## PRONOUNCING TEST.

nāpe	pũmp'kĩn	ěx'alt'	grăn'ă rỹ
gāpe	flō'ral	ěx'tant	hěr'ô ĩsm
sālve	sălm'òn	dĩ rěet'	mô șă'ĩe
psălm	ăre'tĩe	dĩs'triet	děf'ĩ çĩt
grăss	frăg'ĩle	rô bust'	fēm'ĩ nĩne
stăff	rěp'tile	dô măĩn'	ĩl lũs'trăte
heărth	sěrv'ĩle	pōr'trăit	gěl'ă tĩne
lănçe	stră'tă	tôr'toĩse	glỹç'ěr ĩne
chănçe	gaud'ỹ	lỹ çē'ũm	jũ've nĩle
șauçe	lăun'drỹ	dĩs'pũ tant	sũf fice' (fĩz')
wăltz	ăl'děr	vě'hě ment	hỹ'gĩ ěne
seărçe	bălm'ỹ	gẽn'ũ ĩne	phỹș'ĩ ől'ô gỹ

## PART II.

### WORD BUILDING AND WORD ANALYSIS.

#### Lesson 1.

The words in this lesson are not formed by uniting any words in the language, and are called Simple Words.

bēad	hū'man	dis eűss'	făm'i ly
brăss	hěr'ald	es poușe'	thē'o rŷ
bűzz	eöm'ment	re șūme'	eru'çi ble
erew	göb'let	de gree'	dīs'so lūte
thröb	gär'terș	es teem'	dīs'çi plīne
eouch	grīz'zlŷ	dis pēnse'	trēach'er y
erűst	dīs'taff	dis tīlls'	chăm'pī òn

#### Lesson 2.

The words in this lesson are formed by uniting two simple words, and are called Compound Words.

sűn'set	söme'thing	lănd'lord	öut'līne
sűn'rīșe	söme'tīme	blīnd'föld	wăy'wörn
sűn'bēam	söme'whēre	green'wööd	vīne'yărd
sűn'shīne	bīrth'dăy	hănd'spīke	töm'b'stōne
păth'wăy	bīrth'plăçe	mōon'shīne	hănd'măid
chăr'eōal	bīrth'rīght	mōon'bēam	house'wīfe

#### Lesson 3.

Form compound words by writing **-man** after the words in the first three columns, and **over-** before the words in the last two columns.

pīt	hōrse	jū'ry	see	lōad
pěn	spōrts	po liçe'	tāke	whělm
bōat	stātes	eön'gress	flōw	weīght.
hăng	watch	elēr'gŷ	hēar	freīght.
work	chűrch	joűr'neŷ	hěad	chăрге

## Lesson 4.

## WORDS FORMERLY WRITTEN WITH THE HYPHEN.

dāy'breāk	hill'sīde	wa'ter fall
fire'prōof	dōor'wāy	lēt'ter bōx
watch'word	nīght kēy	pōst'al eārd
bees'wāx	knee'pān	būm'ble bee
dye'wōod	house'māid	thūn'der bōlt
gās mē'tēr	snōw'flāke	hōn'eŷ eōmb
pēage'māk er	sūn'strōke	pow'der flāsk
boōk'keep er	glāss'house	fowl'ing piēce

## Lesson 5.

## COMPOUND WORDS.

fōot'fall	out pōur'	who ēv'er
hēad'lōng	out weigh'	whē ēv'er
tūrn'kēy	south'wārd	mōre ō' ver
mēan'tīme	nōrth'wārd	house'keep ing.
hōrse'shōe	dēath'like	ēv er lāst'ing
quīck'sānd	brīde'grōom	mās'ter piēce
nō'whēre	hāil'stōne	news'pā per
ēlse'whēre	strāight'wāy	hānd'ker chīef

## Lesson 6. .

DICTATION EXERCISE. — Compound words are of two kinds, *separable* and *consolidated*.

A *separable* compound is one having the simple words which compose it joined by a hyphen.

A *consolidated* compound is one in which the simple words are joined without the hyphen.

The following words are written with the hyphen: to-day, to-morrow, by-law, good-by, well-known, bird's-eye, looking-glass, knee-deep, day-star, long-lived, warm-blooded, forget-me-not, whip-poor-will.

# Lesson 7.

## PRIMITIVE WORDS.

A Primitive Word is one which is not derived from any other word in the language ; as the following :

ěbb	găsh	ěn'těr	rīv'ět
stāin	reek	sŭn'der	měr'it
trāil	snŭff	hăl'lŏw	eŏr rĕet'
hŭrl	părch	mĕl'lŏw	eŏr rūpt'
rĕar	quĕnch	prŏs'per	eŏn vĭet'
glĕan	erouch	slăn'der	af flĭet'
seour	pŭnch	mĕn'tion	rĕ gărd'

# Lesson 8.

A Derivative Word is one which is formed from a primitive word by changing its form.

ěbbed	găshed(t)	ěn'tered	rīv'et ed
stāined	reeked(t)	sŭn'dered	měr'it ed
trāiled	snŭffed(t)	hăl'lŏwed	eŏr rĕet'ed
hŭrled	părched(t)	mĕl'lŏwed	eŏr rūpt'ed
rĕared	quĕnched(t)	prŏs'pered	eŏn vĭet'ed
glĕaned	erouched(t)	slăn'dered	af flĭet'ed
seoured	pŭnched(t)	mĕn'tioned	re gărd'ed

What sound is represented by final **-ed** in the various columns?

Form Derivatives by adding **-ing** to the words in Lesson 7.

# Lesson 9.

## TERMS USED IN GEOGRAPHY.

gŭlf	trŏp'ies	ĕ quā'tŏr	ŏ'ă sĭs
zŏne	tŏr'rid	păr'al lelŝ	eas eāde'
strāit	frĭg'id	lăt'ĭ tŭde	bound'ă rŷ
sound	ŏ'cean	lŏn'ġĭ tŭde	mĕ rĭd'ĭ anŝ
plāin	ĭs'land	eŏn'tĭ nent	pen ĭn'sŭ lă
stĕppe	ĭsth'mus	plă teau'(tŏ)	prŏm'ŏn tŏ rŷ

## Lesson 10.

A syllable placed after a word to form a new word is called a *Suffix*. In the following words, final **-er** is a suffix, and means *one who*.

hew'ēr	rhȳm'ēr	im pōrt'ēr	fōl'lōw ēr
lēad'er	tûrn'er	re pōrt'er	wan'der er
dēal'er	seek'er	sup pōrt'er	lā'bōr er
toil'er	pāv'er	of fēnd'er	sūf'fer er
eall'er	spēak'er	pre tēnd'er	mûr'der er
work'er	spēil'er	dis tûrb'er	pūb'lish er
breāk'er	mōld'er	ma raud'er	līs'ten er
lāugh'er	ēärv'er	eom mänd'er	in tēr'pret er

Pupils should copy these words and define them, thus, — *hewer* = one who hews; *leader* = one who leads.

## Lesson 11.

**RULE I. FOR SPELLING.** — Words ending in silent **e**, drop the **e** when a suffix beginning with a vowel is added.

Verbs.	Past Participles.	Present Participles.	Nouns.
in vāde'	in vād'ed	in vād'ing	in vād'er
ex plōre'	ex plōred'	ex plōr'ing	ex plōr'er
ob s̄erve'	ob s̄erved'	ob s̄erv'ing	ob s̄erv'er
eon sūme'	eon sūmed'	eon sūm'ing	eon sūm'er
pro dūçe'	pro dūçed'(t)	pro dūç'ing	pro dū'çer
be liēve'	be liēved'	be liēv'ing	be liēv'er
en grāve'	en grāved'	en grāv'ing	en grāv'er
eon sōle'	eon sōled'	eon sōl'ing	eon sōl'er

## Lesson 12.

The common exceptions to Rule I. are found in this lesson.

trāçe'a ble	out rā'geoūs	dȳe'ing
pēaçe'a ble	eoūr ā'geoūs	tīnge'ing
chānge'a ble	ād van tā'geoūs	sīnge'ing
chārgē'a ble	mān'āge a ble	shoē'ing
nō'tiçe a ble	ex chānge'a ble	hōē'ing
sērv'içe a ble	pro nounçe'a ble	mīle'āge



### Lesson 13.

The suffix **-or** means *one who*, and **-ed** means *did*.

Verbs.	Verbs.	Verbs.	Nouns.
eon fūse'	ā tōne'	ere āte'	ere ā'tōr
de lūde'	a dōre'	sur vīve'	sur vīv'or
in vāde'	a māze'	eāl'eū lāte	eāl'eū lā tor
in flāme'	ae erue'	nāv'i gāte	nāv'i gā tor
em brāce'	ae eūse'	prōs'e eūte	prōs'e eū tor
a vēng'e'	ad jūre'	spēe'ū lāte	spēe'ū lā tor
de prīve'	as pērse'	eon trīb'ūte	eon trīb'ū tor
im pōše'	im brue'	de līn' ē āte	de līn'e ā tor

Form the participles of these verbs by adding **ing** and **ed**, according to Rule I.

### Lesson 14.

#### IMPORTANT COUNTRIES.

Spāin	Dēn'märk	Čān'a dā	Swīt'zer land
Frānce	Tūr'key	Měx'i eō	Rus'siā
Greeçe	Hōl'land	Pěr'sia (-shā)	(rūsh'ā)
Chī'nā	Īre'land	Ē'gypt	Prus'siā
Jā pān'	Seōt'land	Gēr'mā nŷ	(prūsh'ā)
Chī'le	En'gland (īng')	Ā rā'bī ā	U nīt'ed Stātes
Swē'den	Īn'di ā	Āus'trī ā	Är'gēn tīne
Brā zīl'	Īt'ā lý	Pōr'tū gal	Rē pūb'līe

### Lesson 15.

**RULE II.** — Monosyllables and accented syllables ending in a single consonant preceded by a single vowel, double the final consonant before a suffix beginning with a vowel.

Verbs.	Past Participles.	Pres. Participles.	Nouns.
tān	tānned	tān'ning	tān'nēr
plōt	plōt'ted	plōt'ting	plōt'ter
plōd	plōd'ded	plōd'ding	plōd'der
grāb	grābbed	grāb'bing	grāb'ber
grūb	grūbbed	grūb'bing	grūb'ber
serūb	serūbbed	serūb'bing	serūb'ber
wrāp	wrāpped(t)	wrāp'ping	wrāp'per

## Lesson 16.

Apply Rule II., and form nouns from the verbs in the first two columns by adding **-er**, — thus, *dig* — *digger*: add **-ing** and **-ed** to the words in the last two columns, — thus, *permit* — *permitting* — *permitted*.

dīg	tröt	per mīt'	re eûr'
wĭn	dröp	re fīt'	eon eûr'
spĭn	squat	sub mīt'	in eûr'
jöb	snăp	ex töl'	re fēr'
stöp	slĭp	ecom pěl'	ae quīt'
shūt	shĭp	al löt'	ab hôr'
drüm	stün	be dīm'	trans mīt'
trăp	be gĭn'	de bār'	trans fēr'

## Lesson 17.

Ăl ă bă'mă,	Ala.	În dĩ ăn'ă,	Ind.
Ăr'kăn sas,	Ark.	Î'ô wă,	Ia.
Ėăl ĭ fôr'nĭ ă,	Cal.	Kăn'sas,	Kan.
Ėöl ô ră'dô,	Colo.	Ken tück'y,	Ky.
Ėon nĕct'ĭ eût,	Conn.	Lou ĭ sĩ ă'nă,	La.
Dĕl'ă wăre,	Del.	Măs să chũ'setts,	Mass.
Flör'ĭ dă,	Fla.	Mă'ry land,	Md.
Ėeôr'gĭ ă,	Ga.	Măine,	Me.
Ĭ'dă hô,	Id.	Mĭgh'ĭ gan,	Mich.
Il ĭlĭ nois',	Ill.	Môn tă'nă,	Mont.

## Lesson 18.

DICTATION EXERCISE. — Louisiana was named in honor of Louis XIV., of France; Georgia, after George II., king of England; Delaware, for Lord de la Ware; and Maryland, in honor of Henrietta Maria, the queen of Charles I., of England. Florida and Colorado are Spanish names, — the first so called because discovered on Easter Sunday, — in Spanish, *Pascua Florida*, — and the second signifying red or colored. Alabama, Arkansas, Illinois, Iowa, Kansas, and Kentucky are Indian names. Massachusetts is also Indian, and signifies “about the great hills.”

Lesson 19.

Add **-ing** and **-ed** to the words in this lesson ; apply the Rules.

mär	spän	as pîre'	ăe'tû âte
hëm	drăg	e elîpse'	ăg'i tâte
lăg	chăr	in dôrse'	mêd'i tâte
bëg	shăm	eom pâre'	vën'er âte
săp	shăme	ex pûnge'	grăd'û âte
jût	brăge	be rēave'	vîn'di eâte
frêt	grāze	pro serîbe'	prôs'e eûte
drip	erāve	pro nounçe'	pēr'se eûte

Lesson 20.

Mîn ne sō'tà,	Minn.	O hî'o,	O.
Mîs sis sîp'pî,	Miss.	Penn sÿl vā'nî â,	Pa.
Mîs sou'rî,	Mo.	Rhōde Îs'land,	R. I.
Ne brăs'kâ,	Neb.	South Ćăr o lî'nâ,	S. C.
Nôrth Ćăr o lî'nâ,	N. C.	Tën nes see',	Tenn.
New Hămp'shîre,	N. H.	Těx'as,	Tex.
New Jěr'seÿ,	N. J.	Ū'tah,	Ut.
Ne vā'dâ,	Nev.	Vîr ġîn'î â,	Va.
New Yôrk',	N. Y.	Wis eôn'sin,	Wis.
Nôrth Dâ kō'tâ,	N. Dak.	Ver mōnt',	Vt.
South Dâ kō'ta,	S. Dak.	Wash'ing tōn,	Wash.
Ōr'e gon,	Ore.	Wěst Vîr ġîn'î â,	W. Va.
		Wÿ ō'mîng, Wyo.	

Lesson 21.

Add **-ing** and **-ed** to the following words, remembering that a word ending in two consonants, or in a consonant preceded by two vowels, does not double the final consonant before a vowel suffix.

jěst	ex tënd'	re view'	ěn ter tāin'
lûrk	ef fēet'	re join'	dîs ap pēar'
lăsh	mo lěst'	ex pând'	dîs ap point'
scënt	de fēat'	dis mount'	rēe om mēnd'
prōmpt	de scēnd'	re bound'	en eôm'pass
plûck	en chânt'	re strāin'	em bār'rass

## Lesson 22.

RULE III. — Words ending in **y** preceded by a consonant change **y** to **i** before all suffixes except those beginning with **i**.

ā'gen cŷ	ā'gen çieŷ	prōph'e cŷ	sēe're ta rŷ
lēg'a cŷ	lēg'a çieŷ	tēnd'en cŷ	sāne'tū a ry
ōdd'i ty	ōdd'i tieŷ	scēn'er y	e mēr'gen cŷ
ār'ter y	ār'terieŷ	ma jōr'i ty	eon spīr'a cŷ
rēm'e dy	rēm'e dieŷ	fa çīl'i ty	de fōrm'ī ty
pēr'ju ry	pēr'ju rieŷ	mo nōp'o ly	abs ūrd'i ty
rōb'ber y	rōb'ber ieŷ	se eū'ri ty	an tīq'ui ty
grō'çer y	grō'çer ieŷ	ex trēm'i ty	eū ri ōs'i ty

Form the plurals of these nouns by adding **-es**, according to Rule III., thus, — *agency* — *agencies*, *prophecy* — *prophecies*, etc.

## Lesson 23.

## COMPARISON OF ADJECTIVES.

Positive.	Comparative.	Superlative.	Positive.
tī'dŷ	tī'dī ēr	tī'dī ēst	kīnd'lŷ
sīl'ly	sīl'li er	sīl'li est	līve'ly
lūck'y	lūck'i er	lūck'i est	lōve'ly
lōft'y	lōft'i er	lōft'i est	hōme'ly
nās'ty	nās'ti er	nās'ti est	heärt'y
pēt'ty	pēt'ti er	pēt'ti est	hēalth'y
dīz'zy	dīz'zi er	dīz'zi est	flesh'y

Add **-er** and **-est** to the words in the last column.

## Lesson 24.

## U. S. TERRITORIES AND ISLANDS.

Īn'dī an	Wāke	Lū zōn'
Ā lās'kā	Guam (gwām)	Mīn dā nā'ō
Ar ī zō'nā	Tū tū ī'lā	Pā nā'y'
New Mēx'ī eō	Hā wāī'ī	Nē'grōs
Ōk lā hō'mā	O ā'hū	Pōr'tō Rī'eō

Lesson 25.

Present Tense.

Verbs.

I	Thou	He	
stŭd'ŷ	stŭd'i ěst	stŭd'ieŝ	ŏe'eu pŷ
tă'r'ry	tă'r'ri est	tă'r'rieŝ	těr'ri fŷ
dăl'ly	dăl'li est	dăl'lieŝ	stŭ'pe fŷ
lěv'y	lěv'i est	lěv'ieŝ	săt'is fŷ
fěr'ry	fěr'ri est	fěr'rieŝ	fô'r'ti fŷ
păr'ry	păr'ri est	păr'rieŝ	spēc'i fŷ
tăl'ly	tăl'li est	tăl'lieŝ	nō'ti fŷ
quar'ry	quar'ri est	quar'rieŝ	elăs'si fŷ
			em bŏd'y

Write the participles of the verbs in the last column, thus, — *occupy* — *occupied* — *occupying*.

Lesson 26.

FOREIGN CITIES.

Lŏn'dŏn	Caĩ'ro	Căl eŭt'tă
Păr'is	Glăs'gow (-kŏ)	Ha vãn'ă
Běr'lĭn	Věn'ĭce	Vĭ ěn'nă
Mŏs'eŏw	Mă drĭd'	Lĭv'er pŏol
Dŭb'lin	Can tŏn'	St. Pē'ters bŭrg
Lŷ'ŏnŝ	Que bĕe'	Ri'o (rĕ'ŏ)
Mĭl'an	Măr seĭlleŝ'	Ălex ăn'drĭă
Tŏ'ki o(kĕ ŏ)	Păn a mă'	Con stăn tĭ nŏ'ple

Lesson 27.

Final **y**, preceded by a vowel, is not changed before a suffix.

ĕs'săy	ĕd'dŷ	de eoy'	făn'çy
lăck'eŷ	tŏ'ry	al lăy'	vă'ry
jŏck'ey	gră'vy	de frăy'	băn'dy
mĕd'ley	gŭl'ly	an noy'	im plŷ'
vŏl'ley	beaŭ'ty	dis plăy'	sup plŷ'
ăl'ley	trŏ'phy	pŏr trăy'	de sery'
af frăy'	pŏp'py	sŭr vey'	mŏd'i fŷ

Write the plurals of the above nouns, thus, — *essays* — *eddies*.

Write the participles of the above verbs.

## Lesson 28.

The suffix **-ful** means *full of*, thus, — *peaceful* = *full of peace*.

shāme'ful	skill'ful	pīt'ī ful	re grēt'ful
fēar'ful	spīte'ful	dū'ti ful	e vēnt'ful
need'ful	fruit'ful	mēr'çi ful	re prōach'ful
bāle'ful	slōth'ful	fān'çi ful	de çēit'ful
trūst'ful	aw'ful	pow'er ful	beaū'ti ful
frīght'ful	wrāth'ful	plēn'ti ful	boun'ti ful

Write the nouns from which these adjectives are derived.

## Lesson 29.

## AMERICAN CITIES.

New Yôr'k'	Chĩ ea'gô	Phĩl a dēl'phĩ ă
Broōk'lȳn	Săĩnt Lōu'is	Īn dĩ an ăp'o lĩs
Bŭf'fa lō	Băł'ti mōre	Mĩn ne ăp'o lĩs
Clēve'land	Wăsh'ing tōn	Săn Fran çĩs'eō
Pĩtts'burg	Prōv'i dençe	Çĩn çĩn nă'tĩ
Săĩnt Păul'	Sa văn'năh	Lōu'is vĩlle
Lōw'ell	At lău'tă	Mĩl wău'kee
New Hă'ven	New Ôr'le anç	Ăl'le ghenȳ

## Lesson 30.

DICTATION EXERCISE. — Chicago, Milwaukee, and Allegheny are *Indian* names: the first means “a wild onion;” the second, “rich land;” and the third, “finest river.” Pittsburg was named in honor of William Pitt, earl of Chatham, a distinguished English statesman. Cleveland, Lowell, Baltimore, Washington, St. Louis and Louisville were named from men. Philadelphia, meaning “city of brotherly love,” was so named by its founder, William Penn. Indianapolis and Minneapolis were formed by affixing the Greek *polis*, meaning “city,” to *Indiana* and *minne*, the latter an *Indian* word for “water.” Cincinnati was named for a society of that name, — the society receiving its name from Cincinnatus, the Roman patriot.

### Lesson 31.

The suffix **-less** means *without*, thus, — *sinless* = *without sin*.

lēaf'less	wōrth'less	rĕst	lāw
trăck'less	sĕnse'less	hōpe	joy
peer'less	eol'ōr less	ărt	hĕlp
guīle'less	de fĕnse'less	ūse	grāce
dĕath'less	shăd'ōw less	făith	thănk
mătch'less	re mōrse'less	heed	chānge
noīse'less	pĕn'ni less	gāin	doubt
voīce'less	mōn'eȳ less	pāin	thōught

Add **-less** and **-ful** to each noun in the last two columns and form adjectives; then add **-ly** to the adjectives and form adverbs.

### Lesson 32.

The suffix **-y** means *full of*; **-ness** means *state or condition*.

Nouns.	Adjectives.	Nouns.	Nouns.	Nouns.
rŭst	rŭst'y	rŭst'ī ness	pĭth	erăft
sănd	sănd'y	sănd'i ness	pŭlp	mĭst
oil	oil'y	oil'i ness	lĕak	rĕck
shāde	shād'y	shād'i ness	mōld	chill
grĕase	grĕas'y	grĕas'i ness	mōod	wĕalth
filth	filth'y	filth'i ness	drĕar	greed

Add **-y** to the words in the last two columns and form adjectives, then change the adjectives into nouns by adding **-ness**.

### Lesson 33.

The suffix **-en** means *to make*; **-ly**, in adverbs, means *manner*.

Adjectives.	Verbs.	Adverbs.	Adjectives.	Adjectives.
lĭght	lĭght'en	lĭght'ly	glăd	sĭck
dărk	dărk'en	dărk'ly	hărd	tĭght
shărp	shărp'en	shărp'ly	stĭff	quĭck
shôrt	shôrt'en	shôrt'ly	deep	thĭck
sweet	sweet'en	sweet'ly	blăck	dĕad
frĕsh	frĕsh'en	frĕsh'ly	whĭte	roŭgh
chĕap	chĕap'en	chĕap'ly	brĭght	toŭgh

Add **-en**, **-ly** and **-ness** to the words in the last columns.



## Lesson 34.

The suffix **-ment** means *act of; that which*.

a bāse'ment	är'gū ment	ap point'ment
a dôrn'ment	sět'tle ment	en hânçe'ment
a mënd'ment	měaş'ûre ment	en chânt'ment
ad júst'ment	ar rânçe'ment	ae quîre'ment
en dow'ment	com mând'ment	em běl'lish ment
re tîre'ment	com mënçe'ment	ën ter tâin'ment
re frêsh'ment	eon fine'ment	ag grăn'dîze ment

Write the verbs from which the above nouns are derived.

## Lesson 35.

The suffix **-ance** means *state of being or act of*.

de fî'ance	an noy'ance	eon nîv'ance
eon trîv'ance	ap plî'ance	re mēm'brançe
âs sur'ance	com plî'ance	re şēm'blance
ae eôrd'ance	re pënt'ance	re mōn'strance
ût'terance	for beâr'ance	at tënd'ance
sûf'ferance	ae çëpt'ance	ae quāint'ance
māin'te nance	as sîst'ance	in hër'itance
al lî'ance	re şîst'ance	de lîv'erance

## Lesson 36.

## QUOTATIONS FROM FRANKLIN.

"A word to the wise is enough."

"Sloth makes all things difficult, but industry all easy."

"Lost time is never found again."

"But dost thou love life, then do not squander time, for that is the stuff life is made of."

"Experience keeps a dear school, but fools will learn in no other."

"Early to bed, and early to rise,  
Makes a man healthy, wealthy, and wise."

"He that by the plow would thrive,  
Himself must either hold or drive."

### Lesson 37.

In last syllables, **e** before **nc** is obscure **ě**.

vī'o lençe	eön'fer ençe	de pënd'ençe
dil'i ğençe	rěv'er ençe	oe eür'rençe
pěn'i tençe	rěš'i dençe	ab hōr'rençe
ăf'flū ençe	ěx'çel lençe	eon eür'rençe
rět'i ğençe	prěf'er ençe	in dül'ğençe
eöm'pe tençe	dif'fer ençe	eo hēr'ençe
in těl'li ğençe	děf'er ençe	sub sīst'ençe
o bē'di ençe	rěf'er ençe	eon dō'lençe

Write the words from which the above nouns are derived.

### Lesson 38.

#### NAMES OF QUADRUPEDS.

yāk	mār'mot	hŷ ē'nā	chin chīl'lā
stāg	fēr'ret	ō'çe lōt	īeh neū'mōn
fawn	ġiv'et	ăn'te lōpe	är ma dil'lo
mōle	ēr'mīne	pōr'eū pīne	rĥi nōç'e rōs
slōth	dōr'mouse	pěe'eā ry	hīp po pōt'a mūs
ounce	bădg'er	jā guār'	drōm'e dā ry
gnū	rein'deer	kăn gā rōō'	prāi'rīe dōg
ī'bex	ġī rāffe'	wōl ver ine'	guīn'ēa pīg
zē'bū	gā zēlle'	chim păn'zee	ant'-ēat er

### Lesson 39.

The suffixes **-ant**, **-ent** and **-ist** mean *one who* or *one skilled in*.

as sīst'ant	ad hēr'ent	dū'el ist
in fōrm'ant	de pënd'ent	ēs'sāy īst
as sāl'ant	de pō'nent	fāb'ū list
de fënd'ant	re spōnd'ent	drām'a tīst
ōe'eu pant	op pō'nent	sāt'īr īst
eöm'bat ant	re ġip'i ent	ehēm'ist
par tīç'i pant	eör re spōnd'ent	ōe'ū list
in hăb'it ant	sū per in tënd'ent	děn'tist

Write the words from which the above nouns are derived.

## Lesson 40.

The suffixes **-ship**, **-hood** and **-dom** mean *state of*.

To each word below, add the suffix at the head of the column, and define the word so formed, thus, — *wisdom, the state of being wise*.

<b>-dom</b>	<b>-hood</b>	<b>-ship</b>	<b>-ship</b>
wīse	chīld	elērk	sehōl'ār
free	gīrl	lōrd	hōrse'man
thrall	knīght	hārd	die tā'tōr
ēarl	wom'an	frīend	eol lēet'ōr
mār'tȳr	wid'ōw	lā'dy	ap prēn'tiġe
hēa'then	broth'er	stew'ārd	pro pri'e tōr

## Lesson 41.

The suffix **-al** means *pertaining to*.

Pertaining to		Pertaining to	
fī'nal,	<i>the end.</i>	fil'ial(yal),	<i>a child.</i>
prī'mal,	<i>the first.</i>	pās'tōr al,	<i>a shepherd.</i>
fēs'tal,	<i>a feast.</i>	līt'er al,	<i>the letter.</i>
lō'eal,	<i>the place.</i>	rā'tion al,	<i>the reason.</i>
lē'gal,	<i>the law.</i>	phŷs'ie al,	<i>nature.</i>
neū'tral,	<i>neither.</i>	ex tēr'nal,	<i>the outside.</i>
mār'tial(shal),	<i>war.</i>	in tēr'nal,	<i>the inside.</i>
mū'ral,	<i>a wall.</i>	eōr'dial(jal),	<i>the heart.</i>
vēr'nal,	<i>the spring.</i>	ā ē'ri al,	<i>the air.</i>

## Lesson 42.

DICTATION EXERCISE. — “He lives long that lives well; and time misspent is not lived, but lost.” — **Fuller**. “He that does good to another man does good to himself; the consciousness of welldoing is an ample reward.” — **Seneca**. “Truth is as impossible to be soiled by any outward touch as the sunbeam.” — **Milton**.

“The tear down childhood's cheek that flows  
Is like the dewdrop on the rose;  
When next the summer breeze comes by,  
And waves the bush, the flower is dry.” — *Scott*.

Lesson 43.

EXERCISE IN DEFINING.

Define each of the following adjectives, thus, — *spectral* = *pertaining to a specter*; *stoical* = *pertaining to a stoic*.

spēe'tral	fī năn'cial	eôn fī dēn'tial
stō'ie al	eom mēr'cial	är ti fī'cial
pā rēn'tal	sub stăn'tial	pröv i dēn'tial
nă'tion al	o rīg'i nal	ăn a lýt'ie al
pēr'son al	pŷ rām'i dal	ēm blem ät'ie al
eläs'sie al	de vō'tion al	īn tel lēt'ū al
whīm'ŝi eal	trā dŷ'tion al	thē o lög'ie al
erīt'ie al	spīr'it ũ al	phīl o sōph'ie al

Lesson 44.

NAMES OF BIRDS.

auk	ōs'prey (prā)	plōv'er	äl'ba tröss
ē'mū	vŭl'tŭre	eûr'lew	eôr'mo rant
ī'bis	fał'eon	găn'net	pēl'i ean
mā eaw'	bŭz'zārd	pēn'guin	fla mīn'go
euck'ōō	phēaŝ'ant	bīt'tern	pār'o quēt
măg'pīe	grōs'bēak	lăp'wīng	nīght'in gāle
stār'ling	ō'ri ōle	hōrn'bīll	eās'so wa ry
lŷre bīrd	bōb'o līnk	toŭ'eăn	eī'der dŭck

Lesson 45.

The suffixes **-et**, **-let**, **-ling**, **-ule** and **-ette** mean *little*.

lăn'çēt	ärm'let	dŭck'ling	glōb'ŭle
măl'let	eŭt'let	gōŝ'ling	çēl'lŭle
eās'ket	rīng'let	dār'ling	pār'ti ele
ēa'glet	brāç'e'let	kīng'ling	eov'er let
çīr'elet	veīn'let	lôrd'ling	eăb'i net
lōck'et	brōōk'let	flēdgē'ling	flow'er et
eŷe'let	strēam'let	strīp'ling	çīg ā rette'
īs'let	rīv'ŭ let	sŭck'ling	stăt ũ ette'

## Lesson 46.

The suffixes **-able** and **-ible** mean *capable of being*.

Capable of being		Capable of being	
păl'pă ble,	fělt.	flěx'ĩ ble,	běnt.
trăet'a ble,	lěd.	pös'si ble,	dōne.
mū'ta ble,	chānged.	vīš'i ble,	seen.
pōrt' a ble,	eār'ried.	au'di ble,	hēard.
ēs'ti ma ble,	ēs'ti mā ted.	lěg'i ble,	rěad.
vŭl'ner a ble,	wōund'ed.	tăn'gi ble,	toŭched(t).
nū'mer a ble,	nŭm'bered.	erěd'i ble,	be liēved'.
tōl'er a ble,	bōrne.	vīn'çi ble,	ō'ver eōme.

## Lesson 47.

Define the words in this lesson, thus, — *movable* = *capable of being moved*; *notable* = *worthy of note*.

mōv'ā ble	nōt'ā ble	eon tēmpt'ĩ ble
eūr'a ble	blām'a ble	dĩ ġest'ĩ ble
en dūr'a ble	lōv'a ble	dĩ vīš'ĩ ble
de fīn'a ble	hōn'ōr a ble	re vērs'ĩ ble
īr'ri ta ble	ād'mi ra ble	re dū'çi ble
nō'tiġe a ble	mēm'o ra ble	eom prěss'ĩ ble
ăp'pli ea ble	re spĕet' a ble	eor rūpt'ĩ ble
făth'ōm a ble	ae ġept'a ble	de fĕn'si ble
de scrīb'a ble	de plōr'a ble	ae ġĕss'ĩ ble

## Lesson 48.

**DICTATION EXERCISE.** — Christopher Columbus discovered the West Indies on October 12, 1492. He was a native of Genoa, but lived several years in Spain. The Mississippi, the longest river in the world, was discovered by De Soto in 1541. The Hudson River was discovered by Henry Hudson, a distinguished navigator, in 1609. The first successful experiment in steamboat navigation was made on this river by Robert Fulton in 1807. Saint Augustine, Fla., the oldest town in the United States, was founded by the Spaniards in 1565.

# Lesson 49.

The suffix **-ous** means *full of* or *having*.

Full of or having		Full of or having	
pŏp'ŭ loŭs,	pēo'ple.	ō'dī oŭs,	hāte.
lū'mi noŭs,	līght.	tīm'ŏr oŭs,	fēar.
fū'ri oŭs,	fū'ry.	ănx'ioŭs (ănk'shŭs),	eāre.
ā trō'cioŭs,	ē'vil.	dū'bi oŭs,	doubt.
mā lī'cioŭs,	băd'ness.	erēd'ŭ loŭs,	be liēf'.
de lī'cioŭs,	sweet'ness.	fa ġē'tioŭs,	wīt.
eoŭr'te oŭs,	po līte'ness.	ġăr'ru loŭs,	talk.
mī răe'ŭ loŭs,	wŏn'der.	ŏs ten tă'tioŭs,	shōw.

# Lesson 50.

tē'dī oŭs	spā'cioŭs(shŭs)	ēr rō'ne oŭs
vēn'ŏm oŭs	eŏn'scioŭs	as sīd'ŭ oŭs
poi'sŏn oŭs	fe rō'cioŭs	im pēt'ŭ oŭs
mŏn'stroŭs	of fī'cioŭs	il lŭs'trī oŭs
e nŏr'moŭs	sā gā'cioŭs	eon spīe'ŭ oŭs
tre mēn'doŭs	fal lā'cioŭs	tem pēs'tŭ oŭs
diş ă'stroŭs	ea prī'cioŭs	mo nŏt'o noŭs
pro diġ'ioŭs	av a rī'cioŭs	pre ġip'i toŭs

Add **-ly** to each of the above words and form adverbs. Write the noun allied in meaning to each of the above adjectives, thus,—adj. *tedious*, noun *tedium*; adj. *spacious*, noun *space*.

# Lesson 51.

## GAMES AND AMUSEMENTS.

dīġe	măr'bleş	erīck'et	ġha rādeş'
chēss	chēck'erş	tēn'nis	e nīġ'maş
eārdş	bīl'liards(yērdz)	shīn'neŷ	ăn'a grāmş
quoits	ero quet'	bāse'ball	dŏm'i nŏeş
pŏ'lo	nīne'pīnş	skāt'ing	sŏl i tăire'
ġŏlf	lēap'frŏġ	bŏx'ing	pă chī'sī
fŏot'ball	hŏp'seŏtch	rŏw'ing	băck'găm mŏn

## Lesson 52.

The suffix **-ty** or **-ity** means *being* or *state of being*.

ōdd'ī tỹ	pros pēr'ī tỹ	ûr bǎn'ī tỹ
gāy'ē ty	pro prī'e ty	ob seū'ri ty
đĩ vĩn'ī ty	per vēr'sī ty	ad vēr'si ty
e qual'ī ty	ma lĩg'ni ty	ōp pōr tũ'ni ty
mor tǎl'ī ty	in fĩrm'ī ty	tran quĩl'li ty
no bĩl'ī ty	se rěn'ī ty	rěg ũ lǎr'ī ty
so brī'e ty	eap tĩv'ī ty	pōs si bĩl'ī ty
va rĩ'e ty	sa gǎc'ī ty	prōd i gǎl'ī ty
mo rǎl'ī ty	dex těr'ī ty	ĩn ģe nũ'ī ty

Write the adjectives from which the above nouns are derived.

## Lesson 53.

The suffixes **-ness**, **-age**, **-ancy** and **-ency** mean *state of being*.

blĩnd'něss	bōnd'ǎge	vǎ'ean ģỹ
fōnd'ness	hěrb'ǎge	plĩ'an ģy
lōne'li ness	ũs'ǎge	poign'an ģy
wĩl'der ness	peer'ǎge	brĩl'lian ģy
ex ǎet'ness	pǎt'ròn ǎge	frē'quen ģy
wǎn'tòn ness	ôr'phan ǎge	pō'ten ģy
wrětch'ed ness	vǎs'sal ǎge	eon sĩst'en ģy
for ģĩve'ness	pĩl'grim ǎge	pro fĩ'cien ģy

Write the words from which the above nouns are derived.

## Lesson 54.

**DICTATION EXERCISE.** — John Gutenberg was born at Mentz about 1400. He was the inventor of cut metal types and an improver of the art of printing.

The invention of the electric telegraph is due to Prof. Samuel F. B. Morse. The first line was built between Washington and Baltimore in 1844.

James Watt, the inventor and improver of the steam engine, was born in Scotland in 1736.

George Stephenson, an English inventor and engineer, constructed the first locomotive engine, in 1814.



Lesson 55.

The suffix **-ion** means *the act of or state of being*. Add **-ion** to the following verbs and form nouns; omit final **e** according to Rule I., thus, — dedicate + ion = *dedication*.

eőr rết'	dif fūse'	děd'i eāte	ex hīb'it
eor rūpt'	eon fūse'	pöp'ũ lāte	mũ'ti lāte
eon vīet'	eon vŭlse'	věn'er āte	vī'o lāte
eon nēet'	pro mōte'	spēe'ũ lāte	in tōx'i eāte
de jēet'	vī'brāte	ěd'ũ eāte	re tǎl'i āte
dis tōrt'	dīe'tāte	ěx'ea vāte	as sō'ci āte
in vēt'	in flēet'	ēs'ti māte	prōs'e eūte
in strūet'	ex haust'	ēm'ũ lāte	eörn'tem plāte

Lesson 56.

Write each of the following nouns, and opposite it write the verb from which it is derived, thus, — noun, *secession*; verb, *secede*.

temp tǎ'tion	ās pĩ rǎ'tion	eörn bĩ nǎ'tion
se ęs'sion	ǎe qui ęĩ'tion	eörn ver sǎ'tion
per vēr'sion	dēt es tǎ'tion	ĩn spi rǎ'tion
de rĩ'sion	eörn tri bũ'tion	ĩn for mǎ'tion
ex tēn'sion	eörn so lǎ'tion	rēs to rǎ'tion
ex pŭl'sion	ěx po ęĩ'tion	rēp'ũ tǎ'tion
eom pŭl'sion	ěx plo rǎ'tion	rēs'ig nǎ'tion
pro dŭe'tion	ĩn flam mǎ'tion	prēs'er vǎ'tion
eon ęep'tion	ōb li gǎ'tion	prōv o eǎ'tion

Lesson 57.

MUSICAL TERMS.

elěf	sō'lō	ǎn'them	so prǎ'no
stǎff	du ęt'	sōn'net	eon trǎl'tō
shǎrp	trī'o	ōp'er ǎ	bǎr'y tōne
flǎt	quar tět'	so nǎ'tǎ	lĩ brēt'tō
seāle	quin tět'	eǎn tǎ'tǎ	ōr'ehes trǎ
ǎl'tō	gǎm'ut	sŷm'pho ny	dĩ ǎ tōn'ie
tēn'ōr	ōe'tǎve	ōr ǎ tō'rĩ ō	ehro mǎt'ie

## Lesson 58.

The suffixes **-ant** and **-ent**, in adjectives, mean *being* or *having the quality of*. In these words change final **t** to **ce**, and define the nouns thus formed. The sounds of **a** and **e** before **nt** final are obscure.

ěl'o quent	im pru'dent	pět'ũ lant
ëm'i nent	im pã'tient	ěl'e gant
im'pũ dent	tũr'bũ lent	rěl'e vant
in'dĩ gent	eõn'se quent	dis eõrd'ant
pẽn'i tent	ef fĩ'cient	ex pět'ant
pěr'ti nent	ex pē'di ent	ob șerv'ant
prõm'i nent	mũ nĩf'i ğent	lux ũ'ri ant
pēs'ti lent	mag nĩf'i ğent	sig nĩf'i eant

## Lesson 59.

The suffix **-ive** means *able to* or *having power to*.

pro græss'ive	de ğĩ'sive	in quĩș'i tĩve
at tẽn'tĩve	ex elũ'sive	de elãr'a tĩve
de lũ'sive	se dũe'tĩve	af firm'a tĩve
pro tět'ive	eon vũl'sive	ex ğe'ũ tĩve
op præss'ive	re striet'ive	ãp pre hẽn'sive
in strũet'ive	eon strũet'ive	eõm pre hẽn'sive
sug ğěst'ive	sub mĩs'sive	im ãğ'i nã tĩve
per suã'sive	in dĩa'a tĩve	ĩn ter rõğ'a tĩve

Write the verbs from which the above adjectives are derived. Form nouns from the above adjectives by changing final **ve** to **on**.

## Lesson 60.

**DICTATION EXERCISE.** — "Habit is a cable; we weave a thread of it each day, and it becomes so strong we cannot break it." — **Horace Mann**. "Recollect that trifles make perfection, and that perfection is no trifle." — **Michael Angelo**. "Sloth makes all things difficult, but industry all easy." — **Franklin**. "A man should never be ashamed to own that he has been in the wrong, which is but saying in other words that he is wiser to-day than he was yesterday." — **Pope**. "Learn the luxury of doing good." — **Goldsmith**.

### Lesson 61.

Most adverbs are formed by adding **-ly** to adjectives. Add **-ly** to the following adjectives, and define the adverbs thus formed, — rigid + ly = rigidly, *in a rigid manner*.

rīg'id	pro found'	ex ceed'ing	es pē'cial
lū'cid	gen teel'	re flect'ive	là bō'ri oūs
sūl'len	ād'vērse	re spēe'tive	ū ni vēr'sal
frān'tie	ruth'less	ād'e quāte	oe eā'şion al
dī rēt'	pēn'sive	ūl'ti mâte	le gīt'i mâte
a droit'	splēn'did	eō'pi oūs	af fēe'tion āte
u nique'	eau'tioūs	fa ģē'tioūs	eom'fōrt a ble

### Lesson 62.

#### TERMS USED IN ARITHMETIC.

frāe'tion	sub trāe'tion	nū'mer ā tōr
īn'te ģer	mīn'ū ģend	de nōm'i nā tōr
dēģ'i mal	sūb'tra hēnd	mūl ti pli eā'tion
ex chānge'	re māin'der	mūl'ti pli eānd
dīs'eount	mūl'ti ple	ān te ģēd'ent
per ģent'āģe	mūl'ti plī	pro pōr'tion al
dī vī'şōr	mūl'ti plī er	pēr mu tā'tion
dīv'i dend	nū mer ā'tion	ēv o lū'tion
quō'tient	re ģip'ro eal	āv oīr dū poiş'

### Lesson 63.

Form nouns from these verbs by dropping final **e** and adding the suffix **-ion**; thus, — migrate + ion = *migration*.

mī'grāte	il lūs'trāte	in tīm'i dāte
frūs'trate	nāv'i gate	e quīv'o eate
vīn'di eate	nōm'i nate	pre ģip'i tate
pēn'e trate	eōn'fis eate	ae eū'mu late
ģīr'eu late	eōm'pen sate	ex ās'per ate
īn'ti mate	dēm'ōn strate	re vēr'ber ate
āb'di eate	fa ģil'i tate	ea lūm'ni ate
tēr'mi nate	as sās'si nate	eom mēm'o rate

## Lesson 64.

The suffix **-ize** means *to make*. Define each word in this lesson orally, thus, — *equalize* = *to make equal*; *legalize* = *to make legal*.

rē'al īze	ēm'pha sīze	pāt'rōn īze
ē'qual ize	här'mo nize	seăn'dal ize
lē'gal ize	bru'tal ize	au'thōr ize
sŷm'bōl ize	fōs'sil ize	sŷm'pa thize
çiv'i lize	măg'net ize	a pōl'o grize
fēr'ti lize	mēth'ōd ize	e eōn'o mize
hū'man ize	erŷs'tal lize	sŷs'tem a tize

Analyze the above words, thus, — *fertilize* = *fertile* + *ize*.

## Lesson 65.

## TERMS USED IN GRAMMAR.

sŷn'tax	sŷb'stan tīve	or thōg'ra phy
prōs'o dy	eon jŷne'tion	ēt y mōl'o gy
ăd'junet	īn ter jēe'tion	de elēn'sion
prēd'i eâte	prēp o ŷī'tion	eom pār i son
fēm'i nīne	po tēn'tial	eōn ju gā'tion
măs'eu līne	sub jŷne'tīve	aux īl'ia ry
poŷ ŷēss'īve	im pēr'a tīve	(agz īl'yā rŷ)
nōm'i nā tīve	pār ti çip'i al	in fīn'i tīve

## Lesson 66.

## QUOTATIONS FROM AMERICAN STATESMEN.

"Where liberty dwells, there is my country." — **Benjamin Franklin**. "The post of honor is the private station." — **Thomas Jefferson**. "The Union must and shall be preserved." — **Andrew Jackson**. "Better to be right than to be President." — **Henry Clay**. "Union, now and forever, one and inseparable." — **Daniel Webster**. "Cotton is king." — **John Randolph**. "The Empire State." — **John C. Calhoun**. "With charity to all, and malice toward none." — **Abraham Lincoln**. "There is a higher law than the Constitution." — **W. H. Seward**. "The sober second thought is always essential, and seldom wrong." — **Martin Van Buren**.

# Lesson 67.

The suffix **-fy** means *to make*.

To make		To make	
măg'nī fȳ,	greāt.	ăm'plī fȳ,	lăr'ġer.
nŭl'li fy,	void.	līq'ue fy,	flū'id.
mŏl'li fy,	sŏft.	elăr'i fy,	elēar.
vēr'i fy,	true.	stŭl'ti fy,	fŏol'ish.
vīt'ri fy,	glăss'y.	săne'ti fy,	sā'ered.
dē'i fy,	ġŏd'like.	frŭe'ti fy,	fruīt'ful.
rĕe'ti fy,	rīght.	beăt'i fy,	hăp'py.
răr'e fy,	thīn.	dī vēr'si fy,	vā'ri ŏus.
pŭ'tre fy,	pŭ'trid.	dis qual'i fy,	un fīt'.

# Lesson 68.

## WORD BUILDING.

need	-ful	-ful ly	-ful ness	-less	-less ly	-less ness
ŭse	"	"	"	"	"	"
joy	"	"	"	"	"	"

Form one hundred twenty derivatives from the following words by adding the suffixes as given above:

law	shāme	fēar	rĕst	thănk
sīn	fāith	hōpe	fruīt	thŏught
ărt	grāçe	heed	ġuile	mĕr'cy
hĕlp	ĕare	hărm	blăme	pīt'y

# Lesson 69.

## NOUNS USED ONLY IN ONE NUMBER.

Plurals.	Plurals	Plurals.	Singular.
leeș	tī'dings	ăn'nalș	ŏp'ties
drĕgș	ăsh'eș	bīt'ters	phȳș'ies
mĕanș	pīnch'ers	vīct'ualș	ĕth'ies
dŭmps	snŭff'ĕrș	nŭp'tialș(shălz)	pŏl'i ties
ăs'sets	twee'zerș	trăp'pingș	me chăn'ies
mŏr'alș	scīș'sŏrș	ăr'ehīves	mo lăs'seș
măt'inș	draw'erș	eŏm'pass eș	a eous'ties
vĕș'pers	trou'serș	spĕe'ta eleș	mĕt a phȳș'ies

## Lesson 70.

## FEMININE NOUNS.

The suffix **-ess** distinguishes some nouns of the feminine gender from the corresponding masculine nouns ; spell the masculine forms.

ăe'tress	dűch'ess	ěd'i tress	pre ċep'tress
göd'dess	eount'ess	lī'òn ess	pro tět'ress
hêir'ess	hōst'ess	ġī'ant ess	en chanti'ress
ăb'bess	hűnt'ress	băr'òn ess	in strűet'ress
ěm'press	tī'gress	pā'tròn ess	shěp'herd ess
mīs'tress	trăi'tress	gòv'ern ess	pròph'et ess
nē'gress	tăi'lőr ess	dēa'eon ess	măr'chìon ess

## Lesson 71.

## NAMES OF ANIMALS.

Vertebrates.	Articulates	Mollusks	Radiates.
wal'rus	leech	snā'īl	eōr'al
dōl'phin	louse	oys'ter	hỹ'dră
pōr'pōise	shrimp	mūs'sel	pōl'ŷp
tōr'toise	găd'flŷ	bī'vălve	stăr'fīsh
tūr'tle	těr'mīte	ū'ni vălve	jěl'ly fīsh
līz'ărd	glōw'wōrm	shell'fīsh	sēa'ūr chin
ăd'der	sīlk'wōrm	eūt'tle fīsh	sēa'anēm'one

## Lesson 72.

## QUOTATIONS FROM AMERICAN POETS.

"The air is full of farewells to the dying." — **Longfellow**.  
 "Titles are but empty names." — **O. W. Holmes**. "Truth, crushed to earth, shall rise again." — **Bryant**. "Truth forever on the scaffold, wrong forever on the throne." — **Lowell**.  
 "And God said, 'Throb!' and there was motion." — **Emerson**. "Strike — till the last armed foe expires." — **Halleck**.  
 "Right is more than might, and justice more than mail." — **Whittier**.

# Lesson 73.

This lesson contains Latin words which have been adopted into the English in their *original* and *unaltered forms*.

ăe'tôr	făe'tôr	as sĕss'ôr	ăn'i tôr
ăr'bor	hôn'or	au'di tor	môn'i tor
ăr'dor	hū'mor	ere ā'tor	dī vī'sor
eăn'dor	mī'nor	eũ rā'tor	in vĕnt'or
eol'or	lĭq'uor	eon dŭet'or	nar rā'tor
eăp'tor	lăn'guor	erĕd'it or	in strŭet'or
elăn'gor	(lăng'gwĕr)	eôn'quer or	op prĕss'or

NOTE.—Many persons mispronounce these words by omitting the sound of final **r**, while others make as great a mistake by giving **or** the broad sound it represents in **fôr**. In the above words be careful to give **or** a sound like that of **er** in **ev'ēr**.

# Lesson 74.

The suffixes **-er** and **-or** designate the *doer*, and **-ee** the *receiver*, thus, — *payer* = one who pays; *payee* = one who receives pay.

pāy'er	pāy ee'	as sign ôr'	as sign ee'
dō'nôr	do nee'	eon sign'er	eôn sign ee'
lĕs'sôr	les see'	eon fĕr' rer	eôn fer ee'
draw'er	draw ee'	prôm'is ôr	prôm is ee'
grănt'ôr	grăn tee'	nôm'ĩ nā tôr	nôm i nee'
trŭst'er	trŭst tee'	appoint'er	appoint ee'
re fĕr' rer	rĕfer ee'	guăr'an tôr	guăr an tee'
lĕg a tôr'	lĕg a tee'	môt'găġe ôr	môt'găġee'

# Lesson 75.

## MARKS USED IN WRITING AND PRINTING.

dăsh,	—	in'dex, &	brăck'ets, [ ]	păr'a grăph, ¶
brĕve,	˘	ăe'cent, '	ċir'eum flĕx, ^	dī ær'e sīs, ..
tĭl'de,	˜	eō'lôn, :	ċe dĭl'lă, ,	sĕm'i eō lôn, ;
brăċe,	{	hŷ'phen, -	quo tă'tion, “”	a pös'tro phe, '
eôm'mă,	,	sĕe'tion, §	păr'al lelŝ,	ĕx ela mă'tion, !
mă'erôn,	-	dăġ'ger, †	ăŝ'ter ĭŝk, *	in tĕr ro gă'tion, ?
pĕ'ri ôd,	.	eă'ret, ^	el lĭp'sis, ***	pă'rĕn'the sĕŝ, ( )

Pupils should be taught to make and use these marks.



## Lesson 76.

## WORDS OF LATIN ORIGIN.

The origin of the words in this and several other lessons is indicated by the headings. In most cases these words have undergone great changes in form

mĭnt	färçe	e lūde'	săe'ra ment
pall	gôrge	re spĭre'	ŭn'dŭ lâte
seăn	rěalm	ab seönd'	văe'çi nâte
jilt	sō'lār	a dăpt'	re plĕn'ish
gaud	grā'tis	eo ĕrçe'	de lĭr'i ŭm
dĭrge	plăç'id	păl'id	te nā'cioŭs
blănd	răb'id	ğĕs'tŭre	fĭ dĕl'i ty
māçe	ăl'ien (yĕn)	frăğ'ment	ăl tĕr'na tĭve

## Lesson 77.

## WORDS OF GREEK ORIGIN.

ălms	ăe'me	ăth'lĕte	ă pŏl'o gy
mŷth	tŏn'ie	ĕx'o dŭs	e pĭt'o me
phlŏx	sŷn'od	hăł'çŷ ōn	mo nŏt'o ny
seōpe	dŏg'mă	sŷn ōp'sis	as trŏn'o mŷ
sehēme	ŏl'ive	dĭ'a dem	en thŭ'si ăşm
phlĕgm	erĭ'sis	ĕp'i thet	ex hĭl'a râte
hă'lŏ	eaŭs'tie	ĕe'stă sy	mis ăn'thro py
dĭ'et	păł'sied	ăp'a thŷ	phĭ lăn'thro py
pŏ'em	phăn'tŏm	păr'a lŷze	măth e măt'ies

## Lesson 78.

## SYNONYMOUS WORDS FROM DIFFERENT LANGUAGES.

Anglo-Saxon.	Latin.	Greek.	Anglo-Saxon.	Greek.
wĭt	săt'ĭre	ĭ'rŏn y	chew	măs'ti eate
tĭme	ĕ'ra	pĕ'ri ōd	dŭll	le thăr'gie
shôrt	eon çĭse'	la eŏn'ie	stăr	ăs'ter ĭsk
lĕarn'er	stŭ'dent	sehŏl'ăr	wĭnd	me ăn'der
tĕaşe	tor mĕnt'	tăn'tă lĭze	fall	ĕăt'a răet
speech	lăn'guage	dĭ'a lĕet	flood	ĕăt'a elŷsm
strĕngth	vĭğ'ŏr	ĕn'er gy	whăle	çe tă'cean

Lesson 79.

WORDS OF FRENCH ORIGIN.

āid	běv'ěl	chăp'let	à dieŭ'
eăsh	hăr'ass	găr'land	eon tour'
rōan	jăr'gōn	gīb'bet	af frāy'
drāpe	jōs'tle	hăz'ărd	en tîce'
chêck	găl'lôn	vîş'ăge	ha răngue'
blouse	kēr'chîef	nŭi'sançe	rêp ar tee'
blōnd	lōz'ēnge	mois'tŭre	prîv'i lège
pique	bŭt'tress	bru nêtte'	mîl liôn âire'
elique	ro şette'	quă drille'	pîe tŭr êsque'

Lesson 80.

TERMS USED IN BOTANY.

pŭlp	flow'er	lēaf	ăn'nŭ al
seed	eă'lyx	lēaf'let	per ên'ni al
gêrm	pêt'al	blāde	de çîd'ŭ ōŭs
lōbeş	pîs'til	mîd'rib	ex'ôt'ie
rōots	pōl'len	vein'lets	êx'o gēnş
bŭlbş	ăn'ther	pêt'î ōle	ên'do gēnş
fî'ber	stă'men	lō'bate	ex'ôg'e noŭs
tŭ'ber	eo rōl'lă	ō'vate	in dîg'e noŭs

Illustrate the meaning of these words by pointing out the parts of a seed, a flower, a leaf, and a tree.

Lesson 81.

WORDS FROM THE ITALIAN.

sō'dă	eûr'vet	dôm'î no	în flu ên'ză
lă'vă	frēs'eo	î'so lâte	măn i fēs'tô
gŭs'tô	stŭe'eo	eôn trăl'tô	măe a rō'nî
eăn'to	prō'fîle	re găt'tă	věr mî çel'lî
môt'to	grăn'îte	vol eă'no	in fŭ'ri âte
dît'to	stŭ'dî o	stî lêt'tô	mîn'i a tŭre
vîs'tă	eăm'ê ô	um brěl'lă	vî o lon cěl'lo
quō'tă	eŭ'po lă	im brōgl'io (yô)	(vê o lon chěl'lo)
stăn'ză	fî âs'eo	ma lă'ri â	prî'mă dôn'nă

## Lesson 82.

## WORDS FROM THE SPANISH.

eask	eom'rade	mě ri'nō	är ma dīl'lō
eōrk	eap sīze'	tor nā'dō	dēs per ā'dō
eär'go	gran dee'	brā vā'dō	pune tīl'io(yō)
jūn'to	sī ěs'tā	em bār'go	pēe ea dīl'lō
bōō'by	sī ěr'ra	dūl'çi mer	sōm bre'rō
nē'gro	är mā'dā	hūr'ri eāne	guēr rīl'lā
guā'vā	vā nīl'lā	eom'inō dōre	fil'i būs ter
shēr'ry	flō tīl'lā	dīs em bōgue'	sār sā pā rīl'lā

Consult a dictionary for the meaning of unfamiliar words.

## Lesson 83.

## WORDS FROM THE SCANDINAVIAN LANGUAGES.

bīlge	whīne	dāi'rỹ	bāf'fle
gnāsh	slouch	frēe'kle	blūn'der
lūnch	squal	smūg'gle	elām'ber
seowl	mūg'gỹ	glīm'mer	grōv'el
buīld	kīd'nāp	lār'bōard	chūrn
erawl	kīr'tle	kīd'neỹ	bōw'līne
trỹst	bīl'lōw	squan'der	hūš'band
whīsk	wīnd'lass	strūg'gle	lūnch'eōn
strānd	būl'wārk	slaug'h'ter	grey'hound

## Lesson 84.

## SYNONYMOUS WORDS.

Anglo-Saxon.	Latin.	Anglo-Saxon.	Latin.
sāy'ing	ād'age	feel'ing	eom pās'sion
hīd'den	oe eūlt'	sād'ness	de prēs'sion
fōre tēll'	pre dīet'	ēast'ērn	ō ri ěn'tal
hūrt'ful	nōx'ioūs	drēar'y	eōm'fōrt less
wōr'ship	a dōre'	hā'tred	re pūg'nançe
sīek'ly	mor bīf'ie	ēarth'ly	ter rēs'tri al
trūth'ful	ve rā'cioūs	swīft'ness	çe lēr'i ty
en līv'en	ān'ī mātē	ground'work	foun dā'tion

Lesson 85.

NOUNS FROM THE ANGLO-SAXON.

The Anglo-Saxon is the name given to the language formed of the languages spoken by the German tribes that invaded Britain during the fifth and sixth centuries.

spûr	bow'er	ôv'en	was'sail
knîfe	hill'ock	mîl'dew	grîs'tle
town	bôn'fîre	în'step	stîr'rup
steed	blîthe'ly	ân'kle	thrêsh'ôld
grôve	blăd'der	wee'vîl	hō'li ness
smôke	brăm'ble	yeō'man	dwëll'ing
mound	hîgh'land	mêr'măid	hănd'i wôrck
shroud	brîm'stōne	mûl'leîn	hănd'i erăft

Lesson 86.

Many Anglo-Saxon derivatives are formed by simply making slight changes in the root word, as in the following:

Verbs.	Nouns.	Adjectives.	Nouns.	Nouns.	Verbs.
sît	sēat	broad	brēadth	băth	bāthe
gîrd	gîrt	wîde	width	elôth	elôthe
brew	brôth	slôw	slôth	swath	swāthe
blôw	blăst	deep	dēpth	lôath	lôathe
stēal	stēalth	dēar	dēarth	seăth	seāthe
chôoșe	choișe	lông	lêngth	brēath	brēathe
strîve	strîfe	warm	warmth	shēath	shēathe

Lesson 87.

SYNONYMS FROM DIFFERENT LANGUAGES.

An.-Saxon.	Greek.	An.-Saxon.	Latin.	Greek.
tôp	ăe'me	ăpe	îm'i tâte	mîm'ie
fôe	an tăg'o nist	draw	de lîn'e âte	skêtch
true	au thên'tie	bôld	văl'or oûs	he rō'ie
trîck	străt'a ġem	grăve	sêp'ul eher	tômă
măze	lăb'y rînth	stăr'ry	sî dē're al	ăs'tral
lîst	căt'a lôgue	kîng	êm'per ôr	môn'areh

## Lesson 88.

A *Prefix* is a syllable or word united with the beginning of another word to modify its meaning.

The prefix **un-** gives a negative meaning to the root word, and can be attached to almost any English adjective.

un <i>knōwn</i> '	un <i>rē</i> 'al	ŭn sus <i>tāined</i> '
un <i>toŭched</i> ' (t)	un <i>seem</i> 'ly	un <i>sēt</i> 'tled
un <i>hĭtched</i> ' (t)	un <i>wiĕld</i> 'y	ŭn for <i>gōt</i> 'ten
un <i>shāk</i> 'en	un <i>sĕlf</i> 'ish	ŭn a <i>vāil</i> 'ing
un <i>brō</i> 'ken	un <i>eōn</i> 'sciōus	un <i>ġēr</i> 'tain ty
un <i>trōd</i> 'den	ŭn a <i>wāre</i> '	un <i>spĕak</i> 'a ble
un <i>wōnt</i> 'ed	ŭn <i>eon</i> <i>ġĕrn</i> '	un <i>chār</i> 'i ta ble
un <i>güard</i> 'ed	un <i>tār</i> 'nished (t)	un <i>nĕç</i> 'es sa ry

## Lesson 89.

The prefix **in-** means *not*; it is often changed to **il-**, **im-** or **ir-**.

ĭn <i>dĭ rĕet</i> '	in <i>vĭŝ</i> 'i ble	in <i>erĕd</i> 'i ble
ĭn <i>eom plĕte</i> '	im <i>pōs</i> 'si ble	in <i>flĕx</i> 'i ble
ĭn <i>eōr rĕet</i> '	in <i>eūr</i> 'a ble	in <i>ĕv</i> 'i ta ble
ĭn <i>sin ġĕre</i> '	im <i>mū</i> 'ta ble	in <i>ĭm</i> 'i ta ble
im <i>prōp</i> 'er	im <i>mōv</i> 'a ble	ĭn <i>ef fĕe</i> 'tū al
im <i>mōr</i> 'tal	in <i>dĕf</i> 'i nĭte	in <i>sĕp</i> 'ā rā ble
in <i>frĕ</i> 'quent	in <i>ād</i> 'c quāte	ĭn <i>dis pĕn</i> 'sa ble
im <i>pā</i> 'tient	ĭn <i>eon sĭst</i> 'ent	ĭr <i>re ŝist</i> 'i ble

## Lesson 90.

## QUOTATIONS FROM AMERICAN ESSAYISTS.

"The fantasies of one day are the deepest realities of a future one." — **Hawthorne**. "The couplets of Pope are witty, but Sancho Panza is a humorous creation." — **Whipple**. "Goodness is the only investment that never fails." — **Thoreau**. "Beauty is the mark God sets upon virtue." — **Emerson**. "A tart temper never mellows with age, and a sharp tongue is the only edged tool that grows keener with constant use." — **Irving**. "All great virtues bear the impress of self-denial." — **Channing**. "Quickness is genius." — **Bartol**.

Lesson 91.

WORD BUILDING.

Prefix **un-** to the words in the first two columns, and **in-** to the words in the last two columns.

seen	tāint'ed	fôrm'al	deçĩ'siõn
töld	stint'ed	dē'çent	of fēn'sīve
rēst	tīme'ly	ǎe'tīve	de pēnd'ent
bound	ērr'ing	eõn'stant	sēn'si ble
wīse	de fined'	elēm'ent	tēm'per ate
ärmed	as säiled'	söl'vent	erēd'ũ loūs
plēdged	ar rānged'	eõr rūpt'	ēl'i gi ble
chānged	re şist'ing	dis ereet'	ex haust'i ble

Lesson 92.

ANATOMICAL AND PHYSIOLOGICAL TERMS.

lūngş	ĩ'ris	tēn'dõn	ab dõ'men
trũnk	pũ'pĩl	sĩn'ew (ũ)	in tēs'tĩneş
thĩgh	eõr'ne ă	tĩs'sue (tĩsh'ũ)	dĩ'a phrăgm
spleen	rēt'i nă	mēm'brăne	tỹm'pa nũm
glăndş	lăr'ỹnx	ăr'ter y	eăr'ti lăge
mõ'lăr	thõ'rax	ău'rĩ ele	lym phăt'ie
mũ'eus	tră'ehe ă	vēn'trĩ ele	brõn'ehĩ al
spĩ'nal	stēr'num	vēr'te bră	ē sõph'a gũs

Lesson 93.

The prefix **dis-** means *not* or *opposite to*, thus, — *disloyal* = *not loyal*; *displeasure* = *the opposite of pleasure*.

dis loy'al	dis grăçed'(t)	dĩs al low'
dis ôr'der	dis elăimed'	dĩs o bey'
dĩs re gărd'	dis ă'ble	dis ũn'ion
dĩs re pũte'	dĩs poş şess'	dĩs re spēet'
dis fă'võr	dĩs eon nēet'	dĩs en găged'
dis hõn'õr	dĩs in fēet'	dĩs em bărk'
dis eov'er	dĩs eom pōşe'	dĩs be liēf'
dis erēd'it	dĩs ar rānge'	dis săt'is fied
dis plēas'ũre	dĩs ap prõve'	dĩs ad vãn'tăge

## Lesson 94.

The prefixes **fore-**, **pre-** and **ante-** mean *before*, thus, — *fore-warn* = *to warn before*; *preceding* = *going before*; *antediluvian* = *before the flood*.

fōre knōw'	prē ex'ist'	ăn'tê dāte
fōre see'	prē eon'çert'	ăn'te rōom
fōre shōw'	prē en gāge'	ăn te çed'ent
fōre warn'	prē eon'çeive'	ăn'te chām ber
fōre'tāste	pre fig'ūre	ăn te pē'nūlt
fōre'sight	prē mǎ tūre'	ăn te mūn'dāne
fōre'thought	pre jūdg'ment	ăn te me rīd'i an
fōre rūn'ner	prē rēq'ui şite	ăn te dī lū'vi an
fōre tō'ken	pre mēd'i tâte	ăn te nūp'tial (shal)

## Lesson 95.

The prefixes **a-** or **ab-** and **de-** mean *from*; **ad-** signifies *to*, and becomes **af-**, **al-**, **an-**, **ap-** or **as-** before certain consonants.

ad join'	al lūre'	à bāte'	dē erȳ'
ad mīt'	al lūde'	a vērt'	de dūçe'
ăd'jūnet	ap pēnd'	ab rūpt'	de dūet'
ăd'vērb	as pīre'	ăb'jeet	de flēet'
a dōre'	at tēst'	ab dūet'	de trăet'
af fix'	ăd'jee tīve	ab scīnd'	de prēss'
af fīrm'	ad hē'sīve	ab sölve'	de thrōne'
an nēx'	ap pōr'tion	ab străet'	de căp'i tâte

## Lesson 96.

## QUOTATIONS FROM ENGLISH POETS.

"Westward the course of empire takes its way." — **Berkeley**. "To beard the lion in his den." — **Scott**. "The short and simple annals of the poor." — **Gray**. "Not to know me, argues yourself unknown." — **Milton**. "Big with the fate of Cato and of Rome." — **Addison**. "Who shall decide when doctors disagree?" — **Pope**. "A schoolboy's tale, the wonder of an hour!" — **Byron**. "Brevity is the soul of wit." — **Shakespeare**. "An infant crying in the night." — **Tennyson**.



Lesson 97.

The prefix **con-** means *with* or *together*; it takes the form of **com-, col-, co-, cog-** or **cor-** to secure easy pronunciation.

eon join'	eom prëss'	eo ē'qual	eon sîst'ent
eon fôrm'	eon gēal'	eō ex'îst'	eön'flū'ent
eon frônt'	eom pōse'	eō ex'tënd'	eön'so nant
eon trāet'	eon vērt'	eo hēr'ent	eöm'pli eāte
eon vērgē'	eon spīre'	eo hē'sīve	eöm'pro mīse
eom pound'	eon found'	eöl'lo quÿ	eör re spönd'
eom pīle'	eon strüet'	eön'gre gāte	eon jēe'tûre
eöğ'nāte	eol läpse'	eön'se quence	eon trāe'tion

Lesson 98.

NAMES OF DISEASES.

gout	fē'ver	mēa'sleş	brön eh'tis
eroup	seär'let	eä tärrh'	eon sūmp'tion
erāmp	tÿ'phoid	phthîs'ie	rheu'ma tîsm
mūmps	bîl'ioûs	vēr'ti go	pneû mō'nî ā
chîllş	ā'gûe	ehöl'er ā	hÿs tē'ri ā
plāgue	dröp'sy	seröf'û lä	sci'ät'i eä
eöl'ie	quîn'sy	pleû'rî sy	dÿs pēp'si ā
eän'çer	tēt'ter	löp'ro sy	seär la tî'nā
eough (kôf)	seûr'vy	lum bā'go	ër y sîp'e las

Lesson 99.

The prefix **e-** or **ex-** means *out of*; **pro-** means *for* or *forth*.

e dūçe'	ex pōrt'	ex eül'pāte	prō'noun
e vāde'	ex tōrt'	ex plîç'it	pro çeed'
e vēnt'	ex ūde'	ex prëss'ive	pro trāet'
e vōke'	ex pënd'	ëx'tîr pāte	pro trude'
e jēet'	ex prëss'	ëx'trî eāte	pro fëss'
e lēet'	ex hāle'	ëx'pūr gāte	pro pound'
e läpse'	ex plōde'	ex ön'er āte	pro nounçe'
e vînce'	ex trāet'	ex pā'trî āte	prō'lögue
ē'gress	ef fāçe'	ex tēr'mî nāte	prō'grām

## Lesson 100.

The prefix **re-** means *back* or *again*; **per-** signifies *through*.

rē prīnt'	rē fīne'	rē ad mīt'	per vāde'
rē eoin'	re eānt'	rē ās sure'	per vērt'
rē eāst'	re fūnd'	rē as čënd'	per spīre'
rē deem'	re mānd'	rē ap pēar'	per fūme'
re drēss'	re elīne'	rē eom mīt'	pēr'jūre
re frēsh'	re pēal'	rē ēeh'o	pēr'me āte
re bound'	re strāin'	rē eōv'er	pēr'fī dý
re prēss'	re elāim'	rē eāp'tūre	pēr'fo rāte
re eoil'	re lāpse'	rē eōn'quer	pēr'eo lāte

## Lesson 101.

The prefix **trans-** means *across* or *beyond*; **inter-** signifies *between*, and **super-**, *above* or *over*.

trāns'it	īn ter līne'	sū per sēde'
trans pōrt'	īn ter spērse'	sū per vīše'
trans pōše'	īn ter vēne'	sū per vēne'
trans grēss'	īn ter mīx'	sū per in dūče'
trans plānt'	īn ter pōše'	sū per in tēnd'
tran scēnd'	īn'ter lūde	sū per serībe'
trans fōrm'	īn'ter eōurse	sū per hū'man
trans fīg'ūre	īn'ter ēst ing	sū per nāt'ū ral
trāns ma rīne'	īn ter mīs'sion	sū per nū'mer a ry

## Lesson 102.

## NOUNS DISTINGUISHED FROM VERBS BY ACCENT.

The vessel used to trans pōrt' soldiers is called a trāns'pōrt. A pēr'vert is one who has been per vērt'ed from a right way. The pēr'fūme of the flowers will per fūme' the room. The ēx'pōrts of the country were rapidly expōrt'ed. The eōn'traet which he entered into compelled him to eon trāet' his sphere of action. The eōm'press which the surgeon ordered tended to eom prēss' his arm too tightly. The eōn'vert wanted to eon vērt' others.

### Lesson 103.

The prefix **sub-** means *under* or *below*, and is sometimes changed to **suf-**, **suc-** or **sup-**; **circum-** means *around*.

sub join'	sŭb'jŭ gāte	çĩr'eum spĕet
sub sĭde'	sub jĕe'tion	çĩr'eum stançe
sub vĕrt'	sub mĩs'sion	çĩr eum serĩbe'
sub sĕrve'	sup plānt'ing	çĩr eum vĕnt'
sub trāet'	sue çĕs'sion	çĩr eũm'fer ençe
sub serĩbe'	sũf'fer ing	çĩr eum nāv'i gāte
sub mĕrge'	sŭb ma rĩne'	çĩr eum lo eũ'tion
sŭb'ŭrbs	sŭb ter rā'ne an	çĩr eum ăm'bi ĕnt

### Lesson 104.

#### THE ELEMENTS OF MATTER.

All the forms of matter have been reduced to seventy-five elements, the most common of which are named in this lesson.

tĩn	nĕck'el	ŏx'y ĝen	plāt'ĩ nũm
lĕad	eō'balt	hŷ'dro ĝen	eād'mi ũm
gōld	bĩs'muth	nĩ'tro ĝen	eħrō'mi ũm
zĩne	sũl'phŭr	eāl'çi ũm	ăn'tĩ mo ny
ĩ'ron(ŭrn)	eār'bŏn	sĩl'i eŏn	po tās'si ũm
sĩl'ver	brō'mĩne	sō'di ũm	a lŭ'mi nũm
eŏp'per	ār'se nĕe	ĩ'o dĩne	mag nē'si ũm
bō'rŏn	mĕr'eu ry	eħlō'rĩne	(mag nē'zhĩ ũm)

### # Lesson 105.

**Uni-**, from Latin *unus*, = *one*; **mono-**, from Greek *monos*, = *single*; **bi-**, from Latin *bis*, = *two*; **tri-**, from Latin *tri*, = *three*.

ũ'nit	bĩ'ped	bĩ ĕn'nĩ al	mŏn'o tŏne
ũ'nĩ sŏn	bĩ sĕet'	trĩ ĕn'ni al	mŏn'o lŏgue
ũ'ni fŷ	bĩ'nate	bĩ nŏ'mi al	mŏn'o lĩth
u nĩ'ted	bĩ'vālve	trĩ nŏ'mi al	mo nŏp'o lĩst
ũ'ni fŏrm	trĩ'pod	bĩ'çŷ ele	mo nŏp'o lĩze
ũ'ni vĕrse	trĩ'dent	trĩ'an ĝle	mŏn'o ĝrām
ũ'ni eŏrn	trĩ'ple	bĩĝ'a mĩst	mŏn o mǎ'ni ǎ
u nĩque'(nĕk)	trĩ sĕet'	trĩ sŷl'la ble	mŏn'o sŷl la ble

## Lesson 106.

The prefix **en-** means *to make* or *put in*; **be-** signifies *to make*, and gives an intensive meaning; **in-** adds its own meaning to the root word.

en slāve'	en rāge'	be fōol'	in grāft'
en dēar'	en fōrge'	be eālm'	in stīll'
en rīch'	en eāmp'	be daub'	in stall'
en ā'ble	en chāin'	be smēar'	in fūse'
en nō'ble	en thrōne'	be dēck'	in dôrse'
en liv'en	en dān'ger	be friēnd'	in trūst'
em bōld'en	en tăn'gle	be guīle'	in trēnch'
en grōssed'(t)	en rāp'tūre	be grūdge'	in serībe'

## Lesson 107.

**Non-** = *not*; **post-**, a Latin word, = *after*; **post-**, an English word, refers to the mail.

nōn'sense	pōst'dāte	pōst'man
nōn'sūt	pōst'fix	pōst'boy
nōn'de script	pōst'hu mōūs	pōst hāste'
non ēn'ti ty	pōst-mōr'tem	pōst'mārk
nōn pāy'ment	pōs tē'ri ōr	pōst'āge
nōn rēs'i dent	pōst pōne'ment	pōst'pāid
nōn eon dūet'or	pōst me rīd'i an	pōst chāiše
nōn ex īst'ent	pōst dī lū'vi an	pōs tīl'ion
nōn at tēnd'ance	pōst prān'di al	pōst'mās ter

## Lesson 108.

## MODELS FROM ENGLISH CLASSICS.

"Laws that may be *engrossed* on a finger nail." — **De Quincey**. "What can *ennoble* sots, or slaves, or cowards?" — **Pope**. "Temperance gives Nature her full play, and *enables* her to exert herself in all force and vigor." — **Addison**. "The difficulties that perplex men's thoughts and *entangle* their understandings." — **Locke**. "The serpent *beguiled* me, and I did eat." — **Bible**. "*Bedaub* fair designs with a foul varnish." — **Barrow**. "The starlight dews all silently their tears of love *instill*." — **Byron**. "*Intrust* thy fortunes to the powers above." — **Dryden**.

Lesson 109.

WORD BUILDING.

Prefix **up**, **under**, **out**, **fore**, and **over** to the words in the first, second, third, fourth, and fifth columns respectively.

hōld	brūsh	eāst	ārm	strāin
rōot	mīne	weār	gōne	sprēad
rōar	hānd	shīne	dōom	pow'er
beār	tāke	skīrt	knōw	shād'ōw
stārt	seōre	būrst	sīght	būr'den
rouse	ground	breāk	stall	beār'ing
rāise	vāl'ūe	rēach	jūdge	bāl'ançe
hēave	eūr'rent	strēch	elōse	per suāde'

Lesson 110.

ASTRONOMICAL TERMS.

mōon	plān'ets	Nēp'tūne	zē'nith
phāse	Vē'nus	Mēr'eu ry	nā'dīr
sīgnz	Ēarth	ās'ter oids	sōl'stīçe
nōde	Mārş	eōm'ets	ē'qui nōx
dīsk	Jū'pī ter	nēb'ū lā	e elīp'tie
ōr'bit	Sāt'urn	sāt'el līte	zō'di āe
e elīpse'	Ū'ra nūs	eōn stel lā'tion	pe nūm'brā

Lesson 111.

WORD BUILDING.

Prefix **counter**, = *against*, to the words in the first column ; and prefix **mis**, = *wrong* or *ill*, to the other words in this lesson.

pärt	deed	ap ply'	eāl'eū lāte
plōt	dāte	be hāve'	eon jēe'tūre
poiçe	prīnt	be liēve'	de mēan'ōr
work	eount	eōn'duet	in tēr'pret
mārch	quōte	eōn'strue	rēp re şent'
chēck	plāçe	dī rēet'	āp pre hēnd'
chārm	guīde	im prove'	ūn der stānd'
āe'tion	chānce	stāte'ment	mān'āge ment

## Lesson 112.

Suffixes which form Nouns, and signify *state* or *quality* of being.

Suffix.	Examples.	State of being	Suffix.	Examples.	State of being
acy.	prī'vā cy,	<i>private.</i>	ment.	a gree'ment	<i>agreed.</i>
age.	bōnd'āge,	<i>bound.</i>	mony.	āe'ri mo ny,	<i>sharp.</i>
ance.	vīg'i lançe,	<i>watchful.</i>	ness.	wēa'ri ness,	<i>weary.</i>
ancy.	vā'ean cy,	<i>vacant.</i>	ry.	rī'val ry,	<i>a rival.</i>
dom.	free'dom,	<i>free.</i>	ship.	pärt'nership,	<i>partners.</i>
ence.	īn'do lençe,	<i>idle.</i>	ure.	ex pō'sūre,	<i>exposed.</i>
hood.	false'hōod,	<i>false.</i>	tude.	āpt'i tūde,	<i>apt.</i>
ism.	hēr'o īsm,	<i>heroic.</i>	ty.	stū pīd'i ty,	<i>stupid.</i>

## Lesson 113

Suffixes which form Adjectives, and mean *of*, *like*, or *pertaining to*.

Suffix.	Examples.	Pertaining to	Suffix.	Examples.	Pertaining to
ac.	eār'dī ae,	<i>the heart.</i>	id.	fēr'vid,	<i>fervor.</i>
al.	pēe'tō ral,	<i>the breast.</i>	ile.	pū'er īle,	<i>a boy.</i>
an.	syl'van,	<i>a woods.</i>	ine.	eā nīne',	<i>a dog.</i>
ar.	rēg'ū lār,	<i>rule.</i>	ory.	pīs'ea tō ry,	<i>fishes.</i>
ary.	pe eūn'ia ry,	<i>money.</i>	ite.	rēe'on dīte,	<i>a secret.</i>
ic.	pho nēt'ie,	<i>sound.</i>	ish.	bōor'ish,	<i>a boor.</i>
ical.	bo tăn'ieal,	<i>botany.</i>	ese.	Sī am ēse',	<i>Siam.</i>

## Lesson 114.

Words with Suffixes meaning *of*, *like*, or *pertaining to*.

Use the previous lesson as a model, and write the suffixes and the meanings of the following words :

mū'sieal	ō ce ān'ie	glōb'ū lār
au tūm'nal	ē go tīs'tie	çīr'eu lar
pie tō'ri al	thē o rēt'ie	ān'gu lar
ēd i tō'ri al	sēr'pen tīne	hōn'ōr ā rŷ
rhe tōr'ie al	āq'ui līne	tēm'po ra ry
ē eo nōm'ie al	ēl e phān'tīne	eāp'il la ry
hŷp o erīt'ie al	mēr'ean tīle	prēf'a to ry
gē o mēt'rie al	īm'be çīle	eon sēr'v'a to ry
ār ith mēt'ie al	īn'fan tīle	eon sōl'a to ry



# Lesson 115.

Suffixes which form Nouns, and mean *one who*.

Suffix.	Examples.	One who	Suffix.	Examples.	One who
<b>ar.</b>	bĕg'gār,	<i>begs.</i>	<b>er.</b>	de ċēiv'er,	<i>deceives.</i>
<b>art.</b>	brăg'gārt,	<i>brags.</i>	“	in trūd'er,	<i>intrudes.</i>
<b>ard.</b>	lăg'gārd,	<i>lags.</i>	<b>or.</b>	eom pĕt'i tōr,	<i>competes.</i>
“	drŭnk'ārd,	<i>is drunken.</i>	“	prĕd e ċēs'sōr,	<i>precedes.</i>
<b>ant.</b>	dīs'pu tant,	<i>disputes.</i>	<b>eer.</b>	āue tion eer',	<i>auctions.</i>
“	as sīst'ant,	<i>assists.</i>	“	mū ti neer',	<i>mutinies.</i>
<b>ent.</b>	re ċip'i ent,	<i>receives.</i>	<b>ist.</b>	eū'lo ġist,	<i>eulogizes.</i>
“	de pō'nent,	<i>deposes.</i>	“	thē'o rīst,	<i>theorizes.</i>
“	rē'ģent,	<i>rules.</i>	<b>yer.</b>	saw'yer,	<i>saws.</i>

# Lesson 116.

Suffixes which form Adjectives, and mean *full of*.

Suffix.	Examples.	Full of	Suffix.	Examples.	Full of
<b>ate.</b>	dĕs'per āte,	<i>despair.</i>	<b>ous.</b>	au dā'cioūs,	<i>boldness.</i>
“	ōb'dū rāte,	<i>obduracy.</i>	“	hī lā'ri oūs,	<i>mirth.</i>
<b>ful.</b>	re mōrse'ful,	<i>remorse.</i>	“	hīd'e oūs,	<i>fright.</i>
“	re spĕet'ful,	<i>respect.</i>	<b>some.</b>	glăd'sōme,	<i>gladness.</i>
<b>ent.</b>	vīr'ū lent,	<i>poison.</i>	“	frōl'ie sōme,	<i>play.</i>
“	sŭe'eū lent,	<i>juice.</i>	<b>y.</b>	flow'er y,	<i>flowers.</i>
<b>ose.</b>	ver bōse',	<i>words.</i>	<b>ey.</b>	elāy'eÿ,	<i>clay.</i>

# Lesson 117.

Diminutive Terminations which form Nouns, and mean *little*.

Suffix.	Example.	A little	Suffix.	Examples.	A little
<b>cle.</b>	eăn'ti ele,	<i>song.</i>	<b>et.</b>	flow'er et,	<i>flower.</i>
“	eōr'pus ċle,	<i>body.</i>	“	tŭr'ret,	<i>tower.</i>
<b>cule.</b>	ăn i măl'eūle,	<i>animal.</i>	<b>kin.</b>	lămb'kin,	<i>lamb.</i>
“	rĕt'i eūle,	<i>bag.</i>	“	măn'i kīn,	<i>man.</i>
<b>ule.</b>	mōl'e eūle,	<i>mass.</i>	<b>let.</b>	eÿe'let,	<i>hole.</i>
“	sphĕr'ūle,	<i>sphere.</i>	“	ċīr'elet,	<i>circle.</i>
<b>el.</b>	sătch'ĕl,	<i>sack.</i>	<b>ling.</b>	dăr'ling,	<i>dear.</i>
<b>le.</b>	nōz'zle,	<i>nose.</i>	“	ġōș'ling,	<i>goose.</i>
“	vĕs'i ele,	<i>bladder.</i>	<b>ie.</b>	lăs'sie,	<i>lass.</i>



## Lesson 118.

Suffixes which form Verbs, and mean to make.

Suffix.	Examples.	To make	Suffix.	Examples.	To make
ate.	rĕg'ŭ lāte,	<i>regular.</i>	ize.	eŏl'o nīze,	<i>a colony.</i>
"	re frīg'er āte,	<i>cool.</i>	"	pŭl' ver īze,	<i>into dust.</i>
"	dū'pli eāte,	<i>double.</i>	"	vīe'tim īze,	<i>a victim of.</i>
en.	fās'ten,	<i>fast.</i>	ise.	en frān'chīše,	<i>free.</i>
"	sŏf'ten,	<i>soft.</i>	"	īm pro vīše',	<i>offhand.</i>
"	lĕngth'en,	<i>longer.</i>	"	eŏm'pro mīše,	<i>agreed.</i>
fy.	pĕt'rī fȳ,	<i>into stone.</i>	ish.	pŭb'lish,	<i>public.</i>
"	păç'i fȳ,	<i>peaceful.</i>	"	bŭr'nish,	<i>bright.</i>
"	eŏ'di fȳ,	<i>a code.</i>	"	em bĕl'lish,	<i>beautiful.</i>

## Lesson 119.

Suffixes which form Nouns, and mean act of.

Suffix.	Examples.	Act of	Suffix.	Examples.	Act of
age.	tĭll'āge,	<i>tilling.</i>	ment.	e lŏpe'ment,	<i>eloping.</i>
"	măr'riāge,	<i>marrying.</i>	"	e jĕet'ment,	<i>ejecting.</i>
tion.	dĭlā'tion,	<i>dilating.</i>	ure.	rŭp'tŭre,	<i>breaking.</i>
"	ro tā'tion,	<i>turning.</i>	"	tĕn'ŭre,	<i>holding.</i>
ion.	in fŭ'sion,	<i>infusing.</i>	al.	re new'al,	<i>renewing.</i>
"	as ġĕn'sion,	<i>rising.</i>	"	re vīv'al,	<i>reviving.</i>
"	sus pĕn'sion,	<i>hanging.</i>	"	re fŭŝ'al,	<i>refusing.</i>

## Lesson 120.

Use the previous lessons as a model, and write the suffixes and the meanings of the following words :

băb'bler	glee'ful	flăt'ten	re dŭe'tion
băr'ter er	un skill'ful	glăd'den	re ġĕp'tion
blŭn'der er	dis grăce'ful	broad'en	re trăe'tion
pro jĕet'ŏr	vĕn'ŏm ŏŭs	hŏr'ri fȳ	re vī'sion
eon trăet'ŏr	in jŭ'ri ŏŭs	seăr'i fȳ	dis pĕr'sion
de pŏŝ'i tŏr	mŭr'der ŏŭs	tăb'ŭ lāte	a tŏne'ment
drŭg'gist	hŭ'mŏr sŏme	văp'o rīze	ap point'ment
lĭn'guist	mĕt'tle sŏme	vŭl'ean īze	as sĕss'ment
ŏr'gan ist	quar'rel sŏme	jŏur'nal īze	re trĕnch'ment

Lesson 121.

WORDS FROM VARIOUS LANGUAGES.

Asiatic.		African.	
gǒng	eōō'ly	bārb	fūs'tian(chan)
jǔnk	tōd'dy	bārgē	guīn'ea
sīlk	mūs'lin	säck	gī räffe'
sērgē	eāl'ieo	ī'bis	sätch'el
mān'go	nan keen'	zē'brā	ō'a sīs
rat tǎn'	eāsh'mēre	quāg'gā	ea nā'ry
bam bōō'	būn'gā lōw	pā'per	mo rōē'eo
tỷ phōon'	o rǎng'-ou tǎng	gỹp'sy	go rīl'lá

Lesson 122.

WORDS FROM THE AMERICAN INDIAN LANGUAGES.

squaw	ea noē'	eō'pal	hōm'i ny
māize	rae eōon'	jāl'ap	o pōs'sum
mōose	pa pōose'	wam'pum	tǎp i ō'eā
skǔnk	wīg'wam	quī'nīne	mōē'ea sin
guā'no	hām'mock	to bāē'eo	tōm'a haw̄k

NOTE. — It will be observed that the above words are all nouns, and are the names of things peculiar to America.

Lesson 123.

RAILROAD TERMS USED IN THE UNITED STATES AND ENGLAND.

American.	English.	American.	English.
trăck	līne	hōrse eār	trām
trucks	bō'gīēs	eow'eätch er	plow
eār	eār'riāge	eon düet'ör	guārd
dē'pôt	stā'tion	ěn gī neer'	drīv'er
fīre'man	stōk'er	swītch'ing	shünt'ing
bāg'gāge	lūg'gāge	freight eār	gōōds wāg'ōn
tūrn'-out	sīd'ing	freight trāin	gōōds trāin
swītch'es	points	bāg'gāge eār	lūg'gāge vān
rāil'rōad	rāil'wāy	tīck'et ōf'fīce	book'ing ōf'fīce

## Lesson 124.

## HOMONYMS.

Each word in this and the next lesson represents two or more distinct words, derived from different languages and unlike in meaning, though agreeing in sound and spelling.

bāle	rāce	pōrt	eā'per	bŭn'ting
bāste	rāil	erāb	rā'ven	räck'et
hāil	rāke	fläg	än'gle	räl'ly
grāve	wāke	häck	bät'ten	tat too'
jāde	pīle	rānk	gām'mōn	fēr'ret
māy	pīтч	rāsh	hām'per	ēld'er
pāge	seāle	sāsh	mān'gle	tēn'der
quāil	sprāy	still	pū'pil	eōb'ble

## Lesson 125.

bīt	dōck	stērn	eūr'ry	rīp'ple
bāy	reel	thrūsh	lŭm'ber	līt'ter
foil	rēar	flūsh	stō'ry	līm'ber
gŭll	sēal	pŭnch	sōr'rel	bīl'let
ēārp	peer	pound	de sērt'	quīv'er
bārک	sōle	deūce	pōr'ter	erīck'et
bŭtt	erāne	fōrge	rŭf'fle	shīn'gle
mārch	sheer	lēague	seūt'tle	swāl'lōw

Consult a dictionary for the meanings of the above words.

## Lesson 126.

## QUOTATIONS FROM EMINENT ROMANS.

"There will ever be a place for virtue." — **Seneca**. "I think the first virtue is to restrain the tongue." — **Cato**. "A picture is a poem without words." — **Horace**. "A falling drop will at last cave a stone." — **Lucretius**. "All great men are in some degree inspired." — **Cicero**. "A desire to resist oppression is planted in the nature of man." — **Tacitus**. "Trust not too much to an enchanting face." — **Virgil**. "For life is not to live, but to be well." — **Martial**. "Nature never says that which Wisdom will contradict." — **Juvenal**. "I came, I saw, I conquered." — **Cæsar**.

Lesson 127.

VERBS FROM THE LATIN THROUGH THE FRENCH.

ũ'til ĭze	mōd'i fīed	em bēl'lished(t)
rēe'og nīze	rēp'ri mǎnd	sū per sēd'ed
rēe'on ċīle	sūp'plē ment	mǎn ũ fǎe'tūre
ad mōn'ish	en ċīn'ele	rēe on noi'ter
ae eōm'plish	re līn'quish	de mōr'al ĭze
dis pār'āge	pre dēs'tīne	dis eoun'te nançe
īn ter ċept'	sur rēn'der	a mēl'io rāte(yō rāt)
īn ter lāçe'	prē or dāin'	eoun ter bāl'ançe

Lesson 128.

NAMES OF CIVIL OFFICERS.

māy'ōr	gōv'ērñ ōr	al'der man
bū'r'gess	trēas'ūr er	eōn'sta ble
shēr'iff	au'dī tōr	mǎg'is trāte
bāil'iff	re eōrd'er	eon trōl'ler
tīp'stāff	rēg'is ter	sū per vīs'ōr
nō'ta ry	col lēt'ōr	eom mīs'sion er
eōr'o ner	as sēs's'ōr	eoun'ċil man
sur vey'ōr	in spēet'ōr	pro thōn'ō tā ry

Lesson 129.

ADJECTIVES FROM THE LATIN THROUGH THE FRENCH

ār'dent	ǎb'stī nent	in dīf'fer ent
frē'quent	ae eōrd'ant	im pēr'ti nent
dōr'mant	eon eōrd'ant	im pēn'i tent
flā'grant	re pūg'nant	ir rēv'er ent
poign'ant	e mēr'gent	ir rēl'e vant
fēr'vent	dīs'so nant	ex ôr'bi tant
rēe're ant	īm'po tent	eon eōm'i tant
in elēm'ent	eōr'pu lent	be nēv'o lent
trans pār'ent	eōm'plāi šant	mu nīf'i ċent

Form nouns from the above adjectives by changing final *t* in the first column to *cy*, and in the second and third columns to *ce*. Define the nouns formed thus, — *ardency* = *state of being ardent*.

## Lesson 130.

VERBS FROM THE LATIN ENDING IN *ATE*.

ăb'ro gāte	lū'bri eāte	a bōm'ī nāte
făb'ri eāte	eo ōp'er āte	e nū'mer āte
flūe'tū āte	ex pōs'tū lāte	e măn'çi pāte
făs'çi nāte	pŭne'tū āte	de căp'i tāte
ĕx'e erāte	mĕd'i eāte	de pōp'ŭ lāte
dīs'si pāte	e mǎ'ci āte(shī āt)	dis erīm'i nāte
mē'di āte	in vīg'ōr āte	in vēs'ti gāte
ĕm'a nāte	at tĕn'ŭ āte	ex āg'gĕr āte
pĕr'son āte	per pĕt'ŭ āte	an tiç'i pāte

Form nouns from the above verbs by changing final *e* to *ion*.

## Lesson 131.

## TERMS USED IN LAW.

eōde	ar rĕst'	ĕq'ui ty	hōm'ī çide
writ	as sīgn'	war'rant y	măn'slaugh ter
bōnd	fĕl'o ny	sub pœ'nā	at tăch'ment
dī'gest	bŭr'glā rŷ	man dā'mus	eom mīt'ment
lī'bel	plāin'tiff	in jŭne'tion	eon vey'ançe
jū'ry	de fĕnd'ant	at tōr'ney	ăf fi dā'vit
ăr'son	eon vīe'tion	eoun'sel ōr	dep o ŝi'tion
fōre'man	ae quīt'tal	so liç'it ōr	ăr bi trā'tion
stăt'ŭte	chăn'çer y	băr'ris ter	re eōg'nī zançe

## Lesson 132.

## QUOTATIONS FROM EMINENT GREEKS.

"Know thyself." — **Solon**. "Consider the end." — **Chilo**.  
 "Avoid extremes." — **Cleobulus**. "Seize time by the forelock." — **Pittacus**. "Nothing is impossible to industry." — **Periander**. "Bear thy lot, nor shed these unavailing sorrows o'er the dead." — **Homer**. "It will not always be summer." — **Hesiod**. "Knowledge without justice ought to be called cunning rather than wisdom." — **Plato**. "Plato is dear, but truth is more dear." — **Aristotle**.

Lesson 133.

ADJECTIVES FROM THE LATIN ENDING IN -ANT OR -ENT

ăm'bi ent	re fül'gent	in ěl'e gent
eom plā'cent	in sūr'gent	bel līg'er ent
eom pō'nent	re eūm'bent	ī tīn'er ant
eōn'flu ent	ef fül'gent	pro tū'ber ant
dīf'fi dent	eon tīn'gent	īn eo hēr'ent
rēs'o nant	mēn'di eant	ēv a nēs'cent
rēf'lu ent	īm'mi nent	ċir eum jā'cent
sīb'i lant	om nīs'cient	ċir eūm'flu ent
rēd'o lent	(om nīsh'ent)	im prōv'i dent

Lesson 134.

TERMS USED IN POLITICS.

eaū'eus	châir'man	eōl'lēague	pōl i tī'cian
vōt'erŝ	eam pāign'	op pō'nent	lēg'is lā tōr
sūf'frage	prī'ma ry	eom mīt'tee	lēg'is lā tūre
frān'chīŝe	e lēe'tion	ere dēn'tiaŝ	re pūb'lie an
bāl'lōt	eān'di date	dēm'o erat	e lēe tion eer'
re tūrnŝ'	dēl'e gate	dēm'a gōgue	eon stīt'ū ents
plāt'fōrm	eon vēn'tion	mā jōr'i ty	ad mīn is trā'tion
eān'vass	nōm i nee'	mī nōr'i ty	in aū gu rā'tion

Lesson 135.

ADJECTIVES FROM THE LATIN THROUGH THE FRENCH.

fēa'ŝi ble	in fū'ŝi ble	in sēn'si ble
im mū'ta ble	in ēf'fa ble	ā mē'nā ble
il lēg'i ble	de lēe'ta ble	in trāet'a ble
im plā'ea ble	eom pāt'i ble	in vūl'ner a ble
im pāl'pa ble	im prēg'na ble	īr re prēss'i ble
in fāl'li ble	in frān'gi ble	īr re elāim'a ble
im pōrt'a ble	in īm'i ta ble	īr re triēv'a ble
im prōb'a ble	in ěl'i gi ble	īn eom būs'ti ble

What suffixes and prefixes are used in the above words? What is the meaning of the suffixes -able and -ible? What is the force of the prefix in-, and what forms does it take in the above?

## Lesson 136.

## SPECIAL DRILL ON PRONUNCIATION.

Words in which *a* is sometimes Improperly Sounded as short *ă*.

ă'pex	ră'dix	Dăn'ish	ver bā'tim
dă'tă	glă'mour	ă'pri eôt	sa gā'cioûs
mă'gî	blă'tant	plă'eà ble	ău dā'cioûs
lă'mă	ăn'cient	să'li ent	lît é ră'tî
gă'lă	pal'frey	tră'ehe à	ûl ti mǎ'tum
pă'trôn	sau'çer	fră'ter nîze	îg no ră'mus
mă'trôn	făl'chiôn	ar eă'num	ăp pa ră'tus
gră'tis	mus tăçhe'	sul tă'nă	eôm pă'trî ôt
pă'thôs	plă'eărd'	vî vǎ'cioûs	ex pă'ti âte(-shî-)

## Lesson 137.

Do not give *a* its short sound in these words.

dră'mă	wăft'ed	ă lās'	hal'bērd
pălm'er	ăft'er	a g'hăst'	seal'lôp
bălm'y	răft'er	a găpe'	stăl'wărt
eălm'ly	lăn'çer	be hăl'f'	was'sail
wrăth'y	găsp'ing	ăl'mônd	squal'id
săun'ter	slânt'ing	lăugh'ter	hal'i but
psălm'ist	glănç'ing	ălmş'house	subăl'tern
găunt'let	eôn'trăst	pa lă'ver	Găel'ie
flăunt'ing	păs'tûre	ba nă'nă	shân't

## Lesson 138.

Words in which *a* is Improperly Sounded as short *ă*.

stămp	tăs'sel	quăg'mîre	răşp'bēr ry
văult	ăl'wăys	maud'lin	fău'çet
dăub	wă'ter	ăue'tion	văl'en tîne
groăt	făult'less	dăugh'ter	mau so lē'um
quăff	be eăuse'	quar'ter ly	gên e ăl'o gy
ăl'so	quă'sî	glău'ber îte	mîn er ăl'o gy



Lesson 139.

Be careful not to give **a** in these words the sound which is indicated at the head of the columns.

Not ä.	Not â.	Not ä.	Not a.
nāpe	eā'ret	bär'rēl	gānt'let
gāpe	hā'rem	oe tā'vo	jāun'ty
eālf	dāi'rȳ	bär'rī ēr	däunt'less
äunt	ā'er āte	brā vā'dō	squā'lōr
hālve	un wā'ry	tār tār'ie	māel'strōm
eān't	ap pār'el	gār'ru lōus	āl'ter nāte
hāunt'ed	eā nā'ry	bär ri eāde'	āl'ter eāte
hāunch'es	Dā'ri ēn	är'rōw rōot	de fāl'eāte

Lesson 140.

PRECIOUS STONES AND THEIR COLORS.

tō'paz	yēl'lōw ish	ēm'er ald	green
bēr'yl	blū'ish green	sär'dō nȳx	ör'ange
ru'by	eär'mīne	ehrȳs'o līte	göld'en green
gär'net	rēd	ām'e thȳst	vī'o lēt
ō'pal	mīlk whīte	ear nēl'ian	flēsh rēd
ō'nyx	vā'ri e gāted	eär'bun ele	deep rēd
sārd	brown'ish red	tōur'mā līne	bläck
jās'per	erīm'son	dī'a mōnd	trans pār'ent
sāp'phīre	blūe	tur quōiș'(koiz)	pāle blūe

Lesson 141.

In these words, give **a** the sound indicated.

says (sēz)	Är'ab	pāg'eant	nā'tion al
saith (sēth)	māt'īn	for bāde'	rā'tion al
zouäve	āz'ure(āzh)	sāt'ir īst	sāe'rā ment
seārçe	sāt'īre	drām'a tīst	pāt'rōn āge
fār'o	fī nā'le(lā)	rāil'ler y	pāg'eant ry
fāir'y	nās'çent	tāp'es try	sāç er dō'tal
pār'ent	sāe'rī fice(fīz)	vāp'ō rīze	ap pār'ent ly

## Lesson 142.

In these words do not give **e** its long sound.

lěst	ěp'oeħ	pěr'uke	à mēn'ĩ ty
děaf	pěd'ant	heĩ'noũs	erēm'a to ry
pěrt	děe'ade	kěl'son	něp'o tĩsm
hěard	fěe'und	prěf'age	o bēs'i ty
těn'et	pět'rel	prěl'ate	ob scēn'i ty
těp'id	wěap'ón	shěk'el	lěg'end a ry
fět'id	zěal'ót	ěq'ui ty	prěd e çēs'sōr
věn'ũe	bēs'tial(chal)	as çět'ie	děr e lĩe'tion
rěř'in	sěn'nà	těn'a ble	děp rĩ vā'tion
been (bĩn)	me lee'	hěr'o ĩne	prěř en tā'tion

## Lesson 143.

In case **e** is unmarked, it represents the obscure **ě** which often occurs before **n**, and sometimes before **l**, in unaccented syllables.

dũ'ěl	mĩt'těn	kĩtch'ěn	ĩn'no çent
fũ'ěl	eăn'çěl	chĩck'ěn	nũ'tri ment
pō'ēm	mār'věl	lěarn'ěd	vĩ'o lençe
lā'běl	mōr'sěl	quar'rěl	vě'hě mençe
lĩ'běl	nĩck'el	çĩt'a del	ĩn'stru ment
eru'ěl	trāv'ěl	ĩn'fi del	sũp'plě ment
nōv'el	sě'quěl	rě'qui ěm	gòv'ěrn ment
rěb'ěl	sũd'děn	rěv'ěl rỹ	ĩn'těr ěst ing

## Lesson 144.

Avoid giving **e** the sound indicated at the head of the columns.

Not ĩ.	Not ĩ.	Not ě.	Not ě.
yět	for gět'	fě'tĩch	sphě'roid
gět	běd'stěad	prě'lũde	à pē'ri ent
sleek	steel'yard	prě'mĩ ěr	stě'rě o tỹpe
ereek	eòv'er let	ě'quà ble	à mē'na ble
tět'ter	děr'e lĩet	ě'go tĩsm	prě dĩ lěe'tion
trěb'le	çēm'e těr y	ě'qui poișe	prě ma tũre'ly
kět'tle	yēs'ter dāy	lěi'șũre ly	prě çed'en çy
trēm'ble	bě nēf'i çent	in hěr'ent	ĩr rě mē'di a ble

Lesson 145.

In pronouncing these words do not give the long sound of *i*.

vĭe'ār	dĭ lāte'	săn'guĭne	eow'ārd ĭce
vĭŝ'ōr	dĭ vēst'	vōl'a tile	pre hĕn'sĭle
ōx'ĭde	dĭ vērt'	dĭ plō'mā	mĭ rāge' (rāzh')
fū'tĭle	tĭ rāde'	Ĭ tāl'ian	mŷ thōl'o ġy
rāp'ĭne	bās tile'	ĭ tāl'ie	phĭ lōs'o phy
fēr'tĭle	ob lique'	lib'er tĭne	phĭ lōl'o ġy
hōs'tĭle	ġhĭ eāne'	erĭn'o lĭne	elan dēs'tĭne
trĭb'ūne	fĭ nesse'	mār'ĭ tĭme	in tēs'tĭneŝ
rĕs'pĭte	ġĭ rāffe'	dĭ dāe'ties	dis frān'chĭŝe
sŭb'tĭle	fĭ nānġe'	dĭ rĕet'ness	mĕr'ean tile
brō'mĭde	dĭ vŭlġe'	dĭ grĕs'sion	dĭ plō'ma tĭst
ehlō'rĭde	dĭ vōrġe'	fĭn an ġĭer'	phĭl an thrōp'ie

Lesson 146.

WORDS IN WHICH *i* IS INCORRECTLY PRONOUNCED AS SHORT *ĭ*.

tĭ'ny	eli <sup>que</sup>	dĭ'verse ly	mān dā rĭn'
ġrĭm'y	eār'bĭne	nĭ'hil ĭst	de elĭ'voŭs
sĭ'ren	mĭ āŝ'mā	sĭ'ne eŭre	in ġĭ'sō ry
fĭ'nĭte	in trĭgue'	Bĕd'ou ĭn	mĭ ero seōp'ie
vĭs'eount	trĭ bŭ'nal	lōng'-lĭved	sĭ mul tā'ne oŭs
O rĭ'ōn	spĭke'nārd	shōrt'-lĭved	sāe'ri fĭce(fĭz)

Lesson 147.

QUOTATIONS FROM EMINENT GERMANS.

"Men find it more easy to flatter than to praise." — **Jean Paul Richter**. "What is the best government? That which teaches us to govern ourselves." — **Goethe**. "A safe stronghold our God is still." — **Luther**. "Outward things are but the coloring of the man." — **Schiller**. "Beneficence is a duty." — **Kant**. "Every man has his own style, like his own nose." — **Lessing**. "Thy actions, and thy actions alone, determine thy worth." — **Fichte**. "Nature is a free domain." — **Humboldt**.

## Lesson 148.

## WORDS IN WHICH O IS OFTEN IMPROPERLY SOUNDED.

Not ô.	Not ô.	Not ô.	Not ô.
döst	pöl'lën	fôrt'nîght	ôn'ly
dôth	dög'île	běl'lôws	dôn'keÿ
höv'er	be trôth'	pâ rôt'id	frôn'tiër
plöv'er	prôd'ûge	prôb'i ty	în'môst
wônt'ed	prôv'ôst	döl'ôr oûs	de eô'roûs
eôme'ly	fôr'tress	söp ô rif'ie	erē'ô sôte
jôe'und	fôre'hëad	hôr'ô seôpe	au tôm'a tön
nöm'ad	ôn'er oûs	eoûr'te oûs	frôn'tis piëce

## Lesson 149.

## WORDS IN WHICH O IS OFTEN IMPROPERLY SOUNDED.

Not ô.	Not ô.	Not ô.	Not ô.
göd'ly	ae eöst'	flô'rist	plöv'ër
dög'ged	a eröss'	re völt'	môn'grel
eöst'ly	be göne'	vô'ea ble	nôth'ing
eöf'fin	seöff'er	ô'rô tünd	dis eôm'fit
eöf'fee	lăn'guor(gwër)	A dô'nis	eöl'an der
eöm'bat	ôr'i fiçe	pre eô'cioûs	sòv'er eign
eöm'ment	fôr'ger y	pô lô năișe'	drôm'e da ry
eôn'eôrd	eör'rî dôr	pëd'a gô gy	pôme'grăn âte

## Lesson 150.

## WORDS CONTAINING H.

wharf	whilst	hërb'äge	hös'pi tal
nîche	hou'rî	hös'tler	hū'mör ist
mîlch	hū'mör	ex hāle'	Hū'guë not
fîfth	hūm'ble	ex haust'	shriëv'al ty
chôre	hôm'äge	chāl'içe	her bā'ceoûs
shrûnk	sā'chem	chāl'drôn	her bîv'o roûs
shrîll	whëy'eÿ	an chô'vy	ex hîl'a râte
shroud	ex hôrt'	ex hôrt'er	chär'nel house
shrewd	ex hūme'	ex hîb'it	whôr'tle bër rÿ

Lesson 151.

In these words do not give **u** a sound like that of **oo**.

tūne	dū'eal	nū'di ty	blūe blōod
sūit	lū'ere(kēr)	dū'bi oūs	lū'çi fer
lieū	lū'rid	dū'rā ble	glū'ti noūs
deūçe	dūr'ing	nū'mer al	lū'di eroūs
flūke	flū'ent	eū'eum ber	eon elū'sīve
flūte	sūit'ōr	dī lū'tion	ob tūse'ly
slūiçe	Sū'şan	ex elū'şion	e lū'çi dāte
dū'al	hīr sūte'	īn'stī tūte	e lū'so ry
dū'ty	al lūde'	eōn'stī tūte	sū per fī'cial
sū'pīne	sub dūe'	dīs'so lūte	rēv o lū'tion

Lesson 152.

WORDS IN WHICH **U** IS SOMETIMES IMPROPERLY SOUNDED.

Not silent.	Not ū.	Not u.	Not ū.
jōust	put	dūe'at	abstrūse'
aw'ful	fīg'ūre	sūp'ple	eōn'strūe
wōe'ful	pul'pit	fūl'some	vīr'ū lent
drēad'ful	hūz zā'	fūl'erum	chē ru'bie
nāt'ū ral	hūş şār'	prūs'sie	ēr'ū dīte
ār'dū oūs	truf'fle	Rūs'sian	trū'eū lent
dōe'ū ment	jū'gū lār	Prūs'sian	gār'ru loūs

Lesson 153.

CORRECT QUOTATIONS AND THEIR AUTHORS.

“When Greeks joined Greeks, then was the tug of war.”  
— **Lee**. “God tempers the wind to the shorn lamb.” —  
**Sterne**. “It is an ill wind that turns none to good.” —  
**Tusser**. “In the midst of life we are in death.” — **Prayer**  
**Book**. “O solitude! where are thy charms?” — **Cowper**.  
“Music hath charms to soothe the savage breast.” — **Con-**  
**greve**. “To make a virtue of necessity.” — **Chaucer**. “O'er  
books consumed the midnight oil.” — **Gay**. “Thoughts that  
breathe, and words that burn.” — **Gray**.

## Lesson 154.

WORDS IN WHICH *H* IS SILENT.

<i>eh̄yle</i>	ĩst'h'mus	spĩn'ach(ăj)	hõn'õr ă rỹ
<i>eh̄yme</i>	õr'ehid	ehĩ mē'ră	hă bĩ tũ e'
<i>ĩ'ehõr</i>	năph'thă	Chal dē'an	Mĩeh'aěl mas
<i>th̄ym'ỹ</i>	hērb'less	ăr'eha ĩsm	ehĩ rõp'o dĩst
<i>õr'ehis</i>	ăr'ehĩves̄	ăr'ehĩ tēet	ehĩ rõg'ra phy
<i>ăsth'mă</i>	tē'trăreh̄	sĩl hou ętte'	ăr ehĩ pěl'ă go
<i>lĩ'ehēn</i>	trõ'ehēs̄	õr'ehes tral	ăr ehæ õl'o gy
<i>ehār'tă</i>	dĩs'tieh	ăr'ehē tỹpe	ăr ehĩ tēe'tũr al
<i>thă'lēr</i>	Bud'dhĩsm	ăreh ăn'gěl	măeh ĩ ă vėl'ian

## Lesson 155.

WORDS IN WHICH *T* IS SOMETIMES ERRONEOUSLY SOUNDED.

õf'ten	chās'ten	erõ çhet'	chěst'nut
sõf'ten	hūs'tle	bou quet'	ă põs'tle(s'l)
hās'ten	thĩs'tle	erõ quet'	rĩe o çhet'
eās'tle	grĩs'tle	păr quet'	eăb rĩ o let'
lĩs'ten	glĩs'ten	ehrĩs'ten	õf'ten tĩmes̄
nēs'tle	brĩs'tle(s'l)	wrēs'tle	ehrĩs'ten dõm
mois'ten	mĩș'tle	nēs'tling	mĩș'tle tõe

## Lesson 156.

WORDS IN WHICH *S* IS OFTEN IMPROPERLY SOUNDED.

ab sölve'	bloușe	ăd'i põse	găs'e oũs
ab sôrb'	nă'șal	eon elũ'sĩve	rēs'o nant
de șĩgn'	bĩș'muth	eõr rõ'sĩve	mēs'mēr ĩze
de șĩst'	dis ărm'	de rĩ'sĩve	gas õm'e ter
jo eõse'	dis dăĩn'	de ģĩ'sĩve	pre șent'ment
mo rõse'	diș șolve'	dis ă'ble	ě lỹ'șian(lĩzh'an)
per sĩst'	dēs șert'	dis sēm'ble	Pă rĩ'șian
poș șess'	diș cern'(zern)	ef fũ'sĩve	rēs'er voir(vwôr)
pre ģĩse'	Jăp ă nēs'e'	e vă'sĩve	goõșe'běr ry

Lesson 157.

WORDS IN WHICH S IS OFTEN IMPROPERLY SOUNDED.

eon cīse'	ű şurp'	ex elū'sīve	mā rāş'mus
pro fūse'	dis ōwn'	il lū'sīve	lāeh'rŷ mōse
re elūse'	dām'son	in ċī'sīve	ex eūr'sion
re sōurce'	mī āş'mā	in elū'sīve	ex plō'sion
trans āet'	ör'ī şon	in tru'sīve	eo hē'sion
un truths'	bēn'ī şon	dēs'ig nāte	Je ru'sa lem
ver bōse'	vēn'ī şon	dēs'o late	ű şu'rī ōūs
wrist'band	Chī nēşe'	dif fū'sīve	dŷs'en tēr y
ū'nī şon	Mōş'lem	dis poşşess'	prē sēn'tī ment

Lesson 158.

In these words **th** has its subvocal sound.

pāthş	bōoth	with ĩn'	līthe'sōme
bāthş	sōothe	be nēath	lōath'sōme
lāthş	mouthş	be quēath	thēnce'fōrth
mōthş	wrēathş	thīth'er	wrīth'ing
elōthş	blithe	nēth'er	wōr'thī ness
ōathş	thōugh	brōth'el	űn der nēath'
with	swāthed	al thōugh'	thīth'er ward
thēnce	lāthe	mouth'ing	shēath'ing

Lesson 159.

In these words **th** has its aspirate sound.

lōth	truths	thē'sis	plēth'o rā
trōth	swāths	ēth'ies	be trōth'al
seāth	shēaths	bā'thōs	lēth'ār gŷ
slōth	heārths	ē'thēr	plē thōr'ie
mŷths	wrāiths	with'y	ēarth'ī ness
wīthe	brēaths	fōrth wīth'	an tīth'e sis
yōuths	rhythm	ēarth'en	sōoth'sāy er



## Lesson 160.

## SPECIAL EXERCISE IN SYLLABICATION.

Words of *two* Syllables sometimes Improperly Pronounced in *one* or *three* Syllables.

ā'gĕd	sē'riēs	bāl loon'	tĕe'klĭsh
loy'al	hŭn'grŷ	eōr rōde'	naū'seoŭs
rē'al	heĭ'noŭs	be liēve'	gōr'geoŭs
āl'ien(yen)	jāve'lin	sup pōse'	serīve'ner
guā'no	glā'cial	ŭn'guent	gĕn'ius(yŭs)
jŭn'ior(yēr)	trēa'ele	çĕre'ment	buŷi'ness
fil'ial(yal)	eāis'sōn	brĕth'ren	gĕn'ial(yal)
flow'er	rŭf'fian(yan)	griēv'oŭs	Wĕdneŝ'dāy
ūn'ion(yŭn)	sārçe'nĕt	eōr'dial(jal)	bĭv'ouāe(wăk)

## Lesson 161.

Words of *three* Syllables sometimes Improperly Pronounced in *two* or *four* Syllables.

ā'lĭas	mĕm'ō rŷ	çĭl'ia ry(yà rŷ)	mā'nĭ à
ĕv'er y	fĭn'ēr ŷ	dĕs'uĕ tŭde	trĭv'ĭ al
ī'vo ry	nĭ'çĕ tŷ	hĭs'tō ry	suāv'ĭ ty
rā'ti o(shĭ ō)	ôr'dē al	slāv'er y	fāe'tō ry
pē'o ny	sĕs'à me	ĭm'āge ry	vĭe'tō ry
f dē'al	vĕ'nĭ al	mĕr'eŭ ry	rĕg'ŭ lār
Īn'dĭ an	vĭŝ'ŭ al	eār'rĭ òn	sĕv'er al
jō'vial	fĕ'al ty	ĕ'ven ing	hŷ'gĭ ēne

## Lesson 162.

Words Properly Pronounced in *three* Syllables.

eûr'so ry	um brĕl'là	e mōl'liēnt	prōs'per oŭs
lĭ'bel er	am brō'ŝià	in gĕn'ioŭs	bois'ter oŭs
ār'dŭ oŭs	un lĕarn'ed	mĕl'io rāte	seru'pŭ loŭs
guārd'ĭ an	pre vēnt'īve	spĕ'cial ty	moun'tain oŭs
mĕd'ĭ çĭne	trāv'el er	eōn'quer ōr	stŭ pĕn'doŭs
lau'dà nŭm	ŭne'tŭ oŭs	chōe'ō lāte	al lĕ'giançe
sĕn'ti ent	plā'già rĭst	dĭf'fer ent	mĭl lion âire'
(sĕn'shĭ ent)	quan'dà ry	e grĕ'giōŭs	(mĭl yŭn âr')

Lesson 163.

WORDS PROPERLY PRONOUNCED IN FOUR SYLLABLES.

in ěr'ti à(shĩ à)	är tĩf'ĩ ċēr	de lĩv'ěr y
mĩ nũ'ti à(shĩ à)	ex tēm'pō rē	dis eov'er y
mag nō'lĩ à	ġym nā'şĩ um	pe eũn'ia ry(yà rỹ)
e mā'ci āte(shĩ āt)	neũ rāl'ġĩ à	ġĕn'er al ly
brē'vĩ à ry	in grā'ti āte(shĩ āt)	substān'ti āte(shĩ)
vāl'ũ à ble	lĩ ċĕn'ti āte(shĩ āt)	pre pōs'ter oũs
ôr'dĩ nā ry	rĩ dīe'ũ loũs	pre şũmp'tũ oũs
eāş'ũ al ly(kāzh)	pro pĩ'ti āte(pĩsh'ĩ)	in sīd'ĩ oũs
dān'dē lĩ òn	im mē'dĩ āte	ĩn eon vĕn'ient
pāl'lĩ à tĩve	Be ěl'ze bũb	dā guĕrrē'o tỹpe

Lesson 164.

SPECIAL DRILL IN ACCENTUATION.

Words often Incorrectly Accented.

á dũlt'	ăd drĕss'	prĕ tĕnse'	ĕt'ĩ quĕtte
à dĕpt'	eà nĩne'	sũe ċĕss'	ăm à tĕur'
ăl lỹ'	eôm peer'	trũs tee'	eôn fĩ dănt'
là pĕl'	grĩ māċe'	dis eōurse'	ĩm prō vĩş'e'
prō lĩx'	eōs'tũme	băck'slide'	öp pör tũne'
rĕ ċĕss'	rō mănċe'	ġăin sây'	ĩm pör tũne'
ae ċĕss'	rĕ eōurse'	rĕv'er ĩe	tăm bōur ĩne'
ĕx ploit'	rĕ sĕarch'	rĕp ār tee'	tăb'leau(lō)

Lesson 165.

CORRECT QUOTATIONS AND THEIR AUTHORS.

"Riches certainly make themselves wings." — **Solomon**.  
 "Hang out the banners on the outward wall." — **Shakespeare**.  
 "Look before you ere you leap." — **Butler**.  
 "Out of mind as soon as out of sight." — **Lord Brooke**.  
 "What though the field be lost, all is not lost." — **Milton**.  
 "Wise and masterly inactivity." — **Mackintosh**.  
 "His image cut in ebony." — **Fuller**.  
 "Peace, peace, when there is no peace." — **Jeremiah**.  
 "Richard is himself again." — **Colley Cibber**.  
 "To the manner born." — **Shakespeare**.

## Lesson 166.

## WORDS OFTEN INCORRECTLY ACCENTED ON THE FIRST SYLLABLE.

và gā'ry	mũ sē'ũm	an tĩp'o dēs
pỹ rĩ'tēs	hỗ rĩ'zòn	an nĩ'hĩ lāte
op pō'nent	eũ rā'tõr	ob jũ'r'gã ted
in quĩr'y	sub sĩd'ençe	eãl lĩ'õ pẽ
ple bē'ian(yan)	eon dõ'lençe	dēe lĩ nā'tion
as pĩr'ant	ae elĩ'māte	tẽ lęg'rã phy
eog nõ'men	de eã'dençe	eal lĩg'rã phỹ
prõ mũl'gāte	ẽ nẽr'vāte	lĩ thõg'rã phẽr
çỹ lĩn'drĩe	pre çed'ençe	Põm pe'ii(pã'yẽ)

## Lesson 167.

## WORDS OFTEN INCORRECTLY ACCENTED ON THE SECOND SYLLABLE.

ăb'ă eũs	Ăr'ă bĩe	eõ ad jũ'tõr
ehõl'ěr ĩe	Ėau'eã sũs	eõl õs sē'um
ĩn'tẽ gral	eõm'mũ nĩsm	eõn'ser vã tõr
ĩn'ter ĩm	eõn'vẽr sant	dẽ fãl eã'tion
õr'dẽ al	eõm'plãĩ sãnçe	hỹ mẽ nẽ'al
çẽn'tũ ple	blãs'phẽ moũs	ãth ẽ nẽ'um
eõn'gẽ nẽr	chãs'tĩse ment	dẽv as tã'tion
bẽ'hẽ mõth	mĩs'chiẽ voũs	ẽm ẽn dã'tion

## Lesson 168.

## WORDS OFTEN INCORRECTLY ACCENTED ON THE SECOND SYLLABLE.

tõ'wãrdş	Nẽm'ẽ sĩs	prẽf'ěr ă ble
pũr'põrt	ẽx'em plã rỹ	prõ'bã tõ ry
trãv'ẽrse	dẽs'pĩ eã ble	sũb'lũ nã ry
ghĩv'al roũs	eõm'pã rã ble	ĩn'di eã tõ ry
ẽx'plẽ tĩve	lãm'ẽn tã ble	õb'lĩ gã tõ ry
eõn'tũ mẽ lỹ	rẽf'ěr ă ble	bãp'tĩs tẽr y
ĩn'vẽn tõ ry	rẽp'ã rã ble	dĩs'pũ tã ble
rẽv'õ eã ble	pẽr'ẽmp tõ ry	dẽm õ nĩ'ă eal
eõn'tũ mã çỹ	õr'thõ ẽ pỹ	eõr'õl lã ry

Lesson 169.

WORDS OFTEN INCORRECTLY ACCENTED ON THE THIRD SYLLABLE.

ǒb'sò lēte	gũm ǎr'â bĭe	ag grăn'dĭze ment
mis eôn'strujē	mâ nĭ'â eal	phô tǒg'râ phĕr
ǎd'mĭ ral ty	pÿ rǎm'ĭ dal	in ěx'ô râ ble
ǎl'le gô rĭst	hÿ drǒp'â thÿ	ĭr rĕp'â râ ble
eăr'ĭ eâ tũre	al lõp'â thy	ĭr rĕv'ô eâ ble
ǎp'pro bâ tĭve	ehǎl ǵĕd'ô ny	ĭr rĕf'râ gâ ble
māy'ôr ǎl ty	eôn eũ'bĭ nâge	in đĭs'pũ tâ ble
lĕg'ĭs lâ tũre	ǵĕn trĭf'ũ gal	in eôm'pâ râ ble
ad vĕr'tiŝe ment	rĕç ĭ tâ tĭve'	in đĭs'sỏ lũ ble

Lesson 170.

WORDS DISTINGUISHED BY ACCENT.

Nouns.	Verbs.	Nouns.	Adjectives.
ǎe'çent	ae çĕnt'	Āu'gust	au gũst'
ĭn'sult	in sũlt'	eôm'paet	eôm pǎet'
eôn'viet	eôn vĭet'	ĕx'pert	ex pĕrt'
eôn'test	eôn tĕst'	sũ'pĭne	sũ pĭne'
prǒd'ũçe	prǒ dũçe'	gal lǎnt'	gǎl'lant
eôn'verse	eôn vĕrse'	mĭn'ute	mĭ nũte'
eôm'pound	eôm pound'	ĭn'va lĭd	in vǎl'id
ǎb'straet	ab strǎet'	prĕç'ĕ dent	pre çĕd'ent

Lesson 171.

WORDS WHICH ARE DISTINGUISHED BY STRESS IN PRONUNCIATION.

Nouns.	Verbs.	Adjectives.	Verbs.
prĕd'ĭ eâte	prĕd'ĭ eâte	ďĕs'o lâte	ďĕs'o lâte
ǎs'pĭ râte	ǎs'pĭ râte	ĭn'tĭ mâte	ĭn'tĭ mâte
ďĕl'e gâte	ďĕl'e gâte	mǒd'er âte	mǒd'er âte
ǎd'vo eâte	ǎd'vo eâte	prǒs'trâte	prǒs'trâte
ǎg'gre gâte	ǎg'gre gâte	ǎn'ĭ mâte	ǎn'ĭ mâte
as sǒ'cĭ âte	as sǒ'cĭ âte	de lĭb'er âte	de lĭb'er âte
sub ôr'dĭ nâte	sub ôr'dĭ nâte	ar tĭe'ũ lâte	ar tĭe'ũ lâte

## Lesson 172.

Words which are sometimes Improperly Pronounced Alike, but which Differ both in Meaning and in Pronunciation.

bā'běl	băb'ble	çel'ěr ỹ	săl'a ry
eā'ble	eă băl'	eq̃u'rĭ er	eŭr'rĭ er
ehō'ral	eör'al	fôm'al ly	fôr'měr ly
eär'nal	chär'něl	in çĩ'siön	in sĭ'tiön
eăl'loŭs	chăl'ĩçe	sŷm'mě trỹ	çem'ě těr ỹ
eal'drön	chăl'drön	eom plă'çent	eöm'plai şant
bör'ough	bör'rôw	ě lĩ'siön	ě lỹ'sian
ğes'tŭre	jěst'er	go rĭl'lă	guěr rĭl'lă
ŭm'běl	hŭm'ble	in ġen'ioŭs	in ġen'ũ oŭs
pĭl'lăr	pĭl'lôw	ěl'ĩ ġĩ ble	il lęg'ĩ ble
ăe çept'	ex çept' (ěk)	eön'fĩ dent	eön fĩ dănt'
lăav'en	ě lěv'en	pöp'ũ loŭs	pöp'ũ lăçe
pe lisse'	pö liçe'	ëm'ĩ grăte	Im'mĩ grăte

## Lesson 173.

Words to be Carefully Distinguished in Spelling and in Use.

al'ter,	to change. [ings.	eăp'ĩ tal,	a chief city.
al'tar,	a place for offer-	eăp'ĩ töl,	a state' house.
ex pĕet',	to look for.	eăl'en dăr,	an almanac.
sus pĕet',	to mistrust.	eăl'en děr,	a machine.
fŭr'ther,	additional.	prĭn'çĩ ple,	rule of action.
făr'ther,	more distant.	prĭn'çĩ pal,	chief; head.
çes'sion,	a giving up.	lĩn'ĩ ment,	an ointment.
sēs'sion,	a sitting.	lĩn'ě à ment,	features; form.
eoun'çĭl,	an assembly.	eöm'plĩ ment,	to praise. [ber.
eoun'sěl,	advice.	eöm'plě ment,	the full num-
stăt'ŭe,	a carved image.	stă'tiön ă ry,	fixed. [rials.
stăt'ŭte,	a law. [ment.	stă'tiön ěr y,	writing mate-
re çĕipt',	an acknowledg-	light'en ing,	making light.
rĕç'ĩ pĕ,	a prescription.	light'ning,	electricity.

I.—REVIEW AND TEST WORDS.

awe	serawl	sī'lex	dis till'	lōdġ'ment
wry	shēld	tȳ'rōſ	de bauch'	stūr'geon
ădz	slūiċe	ō'ehēr	fă tigue'	height'en
buȳ	plăque	lū'ere(kēr)	de fault'	poul'tiċe
dey	ehriſm	ōf'fal	rou tine'	trēa'tise
ewe (ū)	eliċue	ġyp'sy	eon ċeit'	twee'zerſ
sou	mōrgue	eō'eōa	be siēge'	wrist'let
guȳ	schist	au'dit	de ċeive'	plān'tain
two	lăunch	jūi'cy	bre viēr'	shēp'hērd
āye	sleigh	gaud'y	as sault'	jāun'diċe
ōwe	bisque	sȳn'ōd	eā priċe'	lūnch'eon
fir	zouăve	ăl'phă	seā lēne'	knăp'sack
kēn	rhythm	hă'lōſ	euī ſine'	awk'wărd

II.—REVIEW AND TEST WORDS.

hȳmn	găuge	frġend	mul'leȳ	quar'an tine
băde	guilt	erēase	psal'ter	rheu'mă tġſm
hēir	mēant	sēarch	tour'ist	joūr'nal ist
beau (bō)	wrōng	drēdġe	worst'ed	trou'bă dour
fete (făt)	eauſe	hăunch	răn'sack	guil'lo tine
wrēn	gauze	brōoch	truif'fle	pēn'tă teueh
ăche	squaw	yēast	eush'ion	fōr'fei tūre
fiēf	vērgē	frġeze	joūr'ney	chănġe'à ble
yawl	pūrġe	phrăſe	ġhă'm'ois	eōl'pōr tēur
lȳnx	niēċe	plăgue	floūr'ish	tour'nă ment
lōeh	knēad	fleeċe	pi'quant	phōs'phōr ſs
răid	sēize	sphēre	eă'm'phōr	frōl'ick ing
gout	siēge	hēarse	eăi'tiff	frōl'ie sōme
eălk	scēne	lēague	mēa'ſleſ	ōph'ī eleīde
gnaw	thiēf	tiērċe	trēa'ele	pă pe teriē'



## III.—REVIEW AND TEST WORDS.

jeān	fösse	söl'äçe	plau'şī ble	re liēve'
skeīn	lûrch	gew'gaw	trāçe'ā ble	af frōnt'
gīst	pērch	līz'ārd	blām'ā ble	sue eūmb'
jilt	gōurd	wēa'şel	talk'ā tīve	ās suāge'
veil	swōrd	çit'rōn	vēr'dī grīs	eon tēmn'
jōwl	knāve	pēo'ple	he gī'rā	ōf fēnse'
gōal	neigh	lē'gion	syn'dī eāte	un kēmtpt'
dōle	nōtch	flee'çy	sāt'ēl lite	eon dīgn'
gnāt	pique	nōv'īçe	sphēr'īe al	khe dīve'
wrāp	lēash	mēn'āçe	ār'ehī tēt	eash iēr'
tomb	wreck	tōe'sin	hār'lē quīn	de scēnd'
dēbt	knife	doū'ble	sēp'ul ehēr	ob lique'
bōmb	style	hēif'er	vēr'tē brāe(brē)	fī nēsse'
nūmb	rheum	slū'çy	pēaçe'a ble	tōn tīne'
pawn	route	prīm'er	phys'ī çist	ān tique'

## IV.—REVIEW AND TEST WORDS.

ne'er (nār)	waltz	ûr'ban	erys'tal līze	eō quēt'
why	psalm	zē'rōş	squal'id ness	as sīgn'
whom	thīgh	bālm'y	shēp'hērd ess	ā piēçe'
tour	doubt	nā'ive	ehris'ten dōm	mā lign'
çyst	psaw	sīr'up	mār'çhion ess	re liēf'
gibe	squab	eī'der	mīs'chiē voūs	be nūmb'
līmn	knēlt	eȳ'ing	blās'phē moūs	de çēit'
knee	deign	baȳ'ou	erys'tal līne	pā trōl'
eālf	deūçe	ēp'ōeh	quī ēs'çençe	pā rōle'
lawn	ehyme	sīb'yl	quīn tēs'sençe	en rōll'
writ	ehaşm	sā'tȳr	bellēs-lēt'tres	o pāque'
pālm	griēf	sāl'ad	eōn noīs seūr'	se çēde'
fērn	sēine	ān'ise	pōme'grān āte	ex hōrt'
czār	trȳst	sug'ār	hānd'kēr chīef	de brīs'
wālk	ēaveş	sō'lōş	īm mōr tēlleş'	ā ghāst'



WORDS AND PHRASES FROM THE FRENCH.

<i>apropos</i> (ăp'rô pō), <i>to the point.</i> [căt.	<i>liaison</i> (lê â zông'), <i>an illicit intimacy.</i>
<i>attaché</i> (ât tâ shă'), <i>an official.</i>	<i>madame</i> (mâ dâm'), <i>my lady.</i>
<i>au revoir</i> (ô rû vwăr'), <i>till we meet again.</i> [style.	<i>monsieur</i> (mô syē'), <i>mister.</i>
<i>bon ton</i> (bông' tông'), <i>good.</i>	<i>mont</i> (mông), <i>a mountain.</i>
<i>bon mot</i> (bông' mō), <i>a jest.</i>	<i>mauve</i> (mōv), <i>a purplish color.</i>
<i>blasé</i> (blâ ză'), <i>surfeited.</i>	<i>naive</i> (nă ēv), <i>ingenuous.</i>
<i>belles-lettres</i> (bêl-lêt'tēr), <i>polite literature.</i>	<i>nom de plume</i> (nông dũ plũm'), <i>a literary title.</i>
<i>carte blanche</i> (kărt blănsh'), <i>full permission.</i>	<i>outré</i> (ôo tră'), <i>extravagant.</i>
<i>comme il faut</i> (kôm êl fō'), <i>as it should be.</i>	<i>on dit</i> (ông dē'), <i>they say.</i>
<i>connoisseur</i> (kôn nīs sâr'), <i>a critical and skillful person.</i> [stroke of policy.	<i>protégé</i> (prô tâ zhă'), <i>one protected.</i> [alert.
<i>coup d'état</i> (kôo dă tă'), <i>a débris</i> (dă brē'), <i>fragments.</i>	<i>qui vive</i> (kê vêv'), <i>on the régime</i> (ră zhêm'), <i>administration.</i> [ming up.
<i>début</i> (dă bu'), <i>first appearance.</i>	<i>résumé</i> (ră zũ mă'), <i>a summary.</i>
<i>éclat</i> (ê klă'), <i>splendor.</i>	<i>répertoire</i> (ră pâr twăr'), <i>a treasury; a magazine.</i>
<i>élite</i> (â lêt'), <i>chosen; select.</i>	<i>roué</i> (rôo â'), <i>a debauchee.</i>
<i>ennui</i> (äng nwê'), <i>languor.</i>	<i>savant</i> (să väng'), <i>a learned man.</i> [name.
<i>entrée</i> (äng tră'), <i>entrance.</i>	<i>sobriquet</i> (sô brê kă'), <i>a nickname.</i>
<i>en masse</i> (äng mäs'), <i>in a body.</i> [way.	<i>séance</i> (să ängs'), <i>a sitting.</i>
<i>en route</i> (äng rôt'), <i>on the façade</i> (fâ sâd'), <i>front view.</i>	<i>sang-froid</i> (säng frwă'), <i>coolness.</i> [party.
<i>faux pas</i> (fô pă'), <i>a false fête</i> (fât), <i>a festival.</i> [step.	<i>soirée</i> (swă ră'), <i>an evening.</i>
<i>Honi soit qui mal y pense</i> (hō nê swă kê mäl ê päs), <i>Evil to him that evil thinks.</i>	<i>souvenir</i> (sôo ve nêr'), <i>a keepsake.</i>
	<i>tête-à-tête</i> (tât â tât'), <i>a private conversation.</i> [face.
	<i>vis-à-vis</i> (vê zâ vê'), <i>face to face.</i>
	<i>trousseau</i> (trôo sô'), <i>bridal outfit.</i>

## LATIN WORDS AND PHRASES.

ăd ĩn fĩ nĩ'tum, <i>to infinity.</i>	mō'dus ɔp ě răn'dĩ, <i>mode of operating.</i>
ăd lĩb'ĩtũm, <i>at pleasure.</i>	nŏl'lĕ prŏs'ĕ quĩ, <i>unwilling to prosecute.</i>
ă'lĩăs, <i>an assumed name.</i>	nĕ plũs ũl'tră, <i>nothing beyond.</i>
ăl'ĩbĩ, <i>elsewhere.</i>	nŏ'lensŭ vŏ'lensŭ, <i>willingly or unwillingly.</i>
bŏ'nă fĩ'dĕ, <i>in good faith.</i>	nŏn ěst ĩn vĕn'tus, <i>he has not been found.</i>
eă'pĩăs, <i>you may take.</i>	pĕr ăn'num, <i>by the year.</i>
eŏm'pŏs mĕn'tis, <i>of sound mind.</i>	pĕr dĩ'em, <i>by the day.</i>
euĩ bŏ'nŏ, <i>for whose good.</i>	pŏst-mŏr'tem, <i>after death.</i>
dĕ făe'tŏ, <i>actually.</i>	pŏs'se eŏm'ĩtă'tus, <i>the civil force of the county.</i>
dĕ jũ'rĕ, <i>in law.</i>	prŏ ět eŏn, <i>for and against.</i>
ĕr ră'tă, <i>mistakes.</i>	prĩ'mă fă'ci ě, <i>at first view.</i>
ĕ plũ'ri bũs ũ'num, <i>one out of many.</i> [office.]	prŏ bŏ'nŏ pũb'lĩ eŏ, <i>for the public good.</i> [cient.]
ĕx ɔffĩ'ci ŏ, <i>by virtue of</i>	quan'tum sũf'fĩ ģĩt, <i>sufficient.</i>
ĕx păr'tĕ, <i>on one side.</i>	quŏn'dam, <i>former.</i>
etc. (ĕt ģĕt'ĕ ră), <i>and others; and so forth.</i>	quĩd prŏ quŏ, <i>an equivalent.</i>
făesĩm'ĩlĕ, <i>an exact copy.</i>	ră'ră ă'vis, <i>a rare bird.</i>
fĩ ě rĩ fă'ciăs, <i>cause it to be done.</i> [state.]	rĕ qui ěs'eat ĩn pă'ċe, <i>let him rest in peace.</i>
ĩn stă'tũ quŏ, <i>in the former</i>	sĩ'nĕ dĩ'ĕ, <i>without day.</i>
ĩn tŏ'tŏ, <i>wholly.</i> [of.]	sũb rŏ'şă, <i>privately.</i>
ĩn me mŏ'rĩam, <i>in memory</i>	tĕ dĕ'um, <i>a hymn of praise.</i>
L. S. (lŏ'eus si ģĩl'li), <i>the place of the seal.</i>	tĕr'ră fir'mă, <i>solid earth.</i>
măx'ĩmũm, <i>the greatest.</i>	vĩ'vă vŏ'ċĕ, <i>orally.</i>
mĩn'ĩmũm, <i>the least.</i> [self.]	vĩ'ă, <i>by way of.</i>
mă'lum ĩn sĕ, <i>an evil in it-</i>	vĕr'sus, <i>against</i>
man dă'mus, <i>we command.</i>	
mĕm ŏ ră bĩl'ĩă, <i>things worthy of record.</i>	

Ella. 11111.

म.प.

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